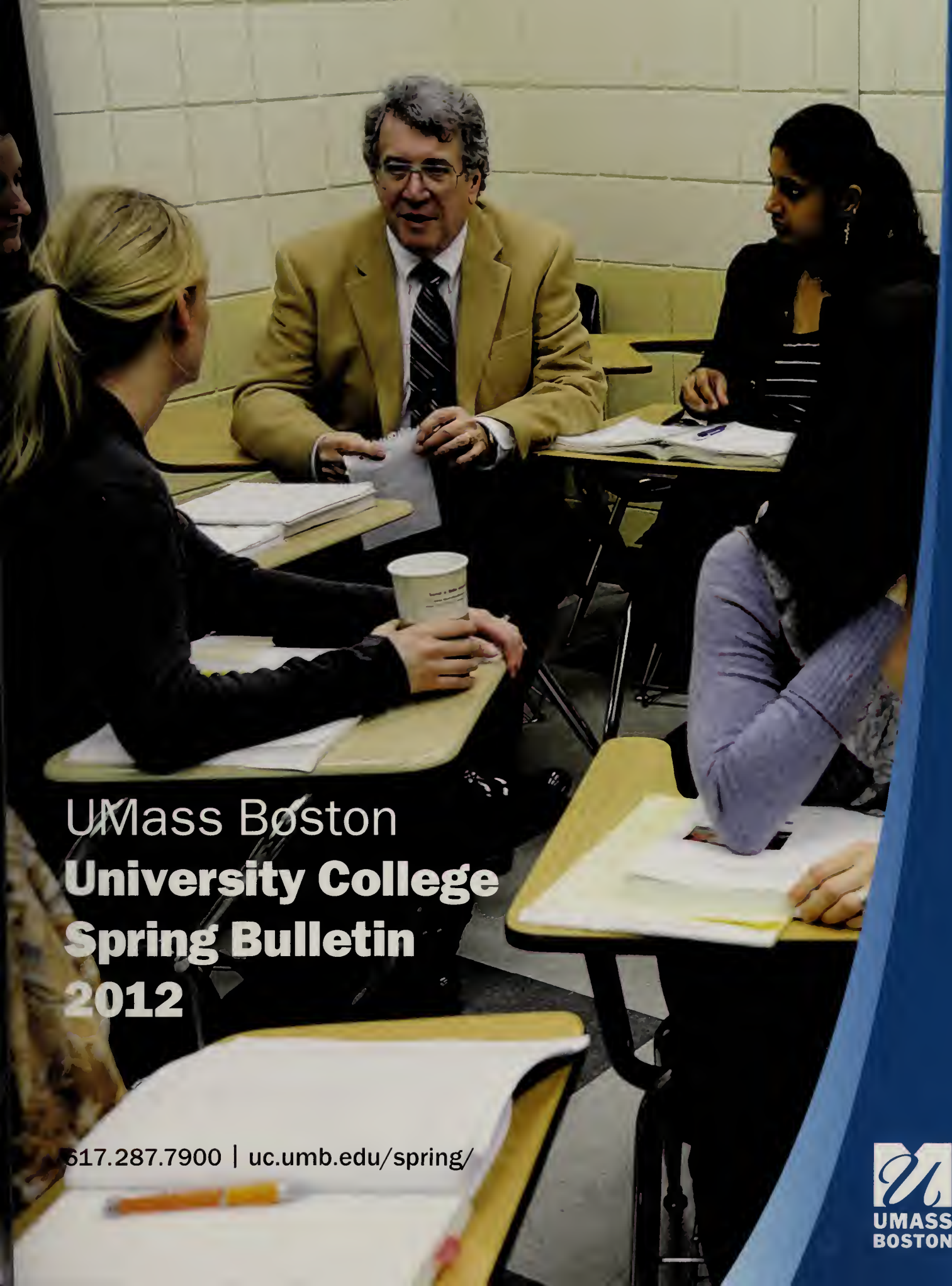

UMass Boston

# University College Spring Bulletin 2012

617.287.7900 | uc.umb.edu/spring/

UMASS BOSTON

# Key Dates & Deadlines

## Spring 2012 Academic Calendar

### Registration Deadlines

| | |
|---|---|
| Registration begins | Nov 7 (M) |
| Priority registration deadline[1] | Jan 22 (M) |
| University College Online Shopping Cart closes:[2] | |
| Off-campus courses | 8:30am, 1st class meeting |
| Friday courses | closes 8:30am, Feb 3 (F) |
| Saturday courses | closes 3:00pm, Feb 3 (F) |
| Online courses | closes 3:00pm, Feb 10 (F) |
| Drop deadline[3] | Feb 7 (Tu) |
| Deadline for 100% refund | Feb 7 (Tu) |
| Deadline for 50% refund[4] | Feb 14 (Tu) |
| Add/change deadline | Feb 14 (Tu) |
| Pass/Fail/Withdrawal deadline | Apr 5 (Th) |

1. Written permission from the instructor is required to enroll after the first day of classes. Students are also encouraged to register early as classes may fill to capacity ahead of the priority deadline.

2. Upon closing of the UC Shopping Cart, students will be required to register via WISER, by fax or in person at the One Stop. Written permission of the instructor will be required after the dates posted.

3. A course dropped after the Drop deadline will be treated as a withdrawal, and a "W" will be recorded as a grade for the course, unless another course is added at the same time. Simultaneous drop/adds will be possible without incurring a "W" for the dropped course until the Add/Change deadline.

4. No refunds will be given after the 50% refund deadline. For refund policy information, please see page 65 or visit uc.umb.edu.

## Holidays (University is closed)

| | |
|---|---|
| President's Day | Feb 20 (M) |
| Vacation (Braintree, Copley) | Week of Feb 20 |
| Spring Break (Boston Campus, Copley) | Mar 16 (F); Mar 17 (Sa) |
| Patriots Day | Apr 16 (M) |
| Vacation (Braintree, Copley) | Week of Apr 16 |

## Start/End Dates

### On-Campus Friday/Saturday Courses

| | |
|---|---|
| Classes begin | Feb 3 (F); Feb 4 (Sa) |
| Classes end | Apr 27 (F); Apr 28 (Sa) |
| Makeup/Snow day | May 4 (F); May 5 (Sa) |

### Braintree and Copley Courses

| | |
|---|---|
| Classes begin | Week of Jan 30 |
| Classes end | Week of Apr 30 |
| Makeup/Snow day | Week of May 7 |

### Plymouth and Technical Education Courses

| | |
|---|---|
| Classes begin | Week of Jan 30 |
| Classes end | Week of May 14 |
| Makeup/Snow day | Week of May 21 |

### Online Courses

| | |
|---|---|
| Classes begin | Week of Jan 30 |
| Classes end | Week of Apr 30 |

Please Note: If a course has start/end dates that differ from those listed above, they are noted in the Course Matrix schedule information.

Final Exams are held on the last day of class unless otherwise indicated by the instructor.

## Registration Information

For more information about registering for University College courses, see page 66 of this bulletin, call 617.287.6200, or visit uc.umb.edu.

## One Stop Office Hours

M-Th 8:30am-6:00pm; F 10:00am-4:00pm

Extended Hours Sa Feb 4 8:00am-3:00pm

# About University College

**The newest of UMass Boston's eight colleges and schools, University College brings the excellence and value of a UMass Boston education to adult learners throughout greater Boston, across the country, and around the world. Summer and winter sessions also provide excellent opportunities for matriculated students to earn additional credits and valuable experience during traditional school breaks.**

## What's new in 2011-12?


**Science in a Changing World See page 45.**
**Post-Masters Clinical Nurse Specialist (CNS) See page 47.**
**Undergraduate Certificate in Gerontological Social Policy See page 46.**
**Graduate Certificate in Global Post-Disaster Studies - Reconstruction with Vulnerable Populations See page 47.**
**Women's Leadership in a Global Perspective See page 48.**
**Non-Credit Certificate in Global Post-Disaster Reconstruction and Management See page 51.**
**CIEE - Center for Innovation and Excellence in eLearning See page 57.**


**Off-campus and weekend courses.** For the fall and spring semesters, we offer undergraduate and graduate courses weekday evenings at off-campus sites in Copley Square, Braintree, Plymouth, and elsewhere, as well as on-campus courses on Friday evenings and Saturdays. The scheduling flexibility appeals both to working adults and to matriculated UMass Boston students.

**Online learning.** By providing over 200 courses, degrees, certificates, and professional training programs online, busy local and long-distance students log in to class on *their* time. Our creativity in programming and innovations in program delivery have earned numerous awards and are the hallmarks of distance learning at University College. We are proud to be part of UMass Online, the system-wide consortium that supports and promotes online programming at all five University of Massachusetts campuses. **See page 43.**

**Degrees and certificate programs.** Geared to help meet the career goals of both emerging and established professionals, UC currently offers one doctoral degree, twelve master's degrees, two bachelor's degrees, and a wide variety of graduate and undergraduate certificates, developed and delivered in partnership with the University's other colleges and academic departments. **See pages 44-48.**

**More Information**

uc.umb.edu

**Contact Us**


Tel 617.287.7900
Fax 617.287.7922
Email uc@umb.edu


**Visit Us**


UMass Boston
Wheatley Hall
2nd Floor, Room 203
Boston, MA 02125-3393


**Hours**

Mon–Thu 8:30am–5:00pm
Fri 8:30am–4:30pm

**Corporate and professional training.** UC plays a key role in fulfilling UMass Boston's workforce development mission through training contracts with corporations and government agencies, as well as through non-credit courses, seminars and certificate programs offering training in high-demand knowledge areas. **See pages 49-54.**

**English Language Study.** Our English as a Second Language programs have brought students from all over the world to study English at UMass Boston; many of these students go on to matriculate at the university, enriching the diversity of the campus experience. **See page 55.**

**Summer and winter programs.** Now one of the largest university summer sessions in New England, our 600+ summer courses, institutes, and study-abroad programs are popular with UMass Boston students, students from other colleges and universities, and adult professionals such as educators, counselors and nurses. UC's winter session program offers courses in an intensive three-week January session, as well as study-abroad programs in destinations such as Mexico, Jamaica and India.

**International Programs.** University College's study-abroad programs send students to the Caribbean, Latin America, Europe, Africa and Asia to study everything from archaeology to world economies. Our online courses and programs serve a global audience, and our China Program Center advances scholarly and business collaborations between China and America.

**Commitment to Sustainability.** Through a growing body of green programs and courses and in green campus practices, the University community is moving from awareness to action on environmental issues: UMass Boston is the first university in the US to offer a PhD in Green Chemistry; in Summer 2012, we offered our first Biomimicry and Green Roof Construction courses; our Green Harbors Project restoration is practicing true stewardship for Boston Harbor (umb.edu/gbhp/); UMass Boston has joined other visionary higher education leaders committed to sustainability practices by signing the Talloires Declaration; and we've also joined 400 other colleges and universities worldwide collectively responding to environmental challenges through the American College & University Presidents' Climate Committment (ACUPCC). Courses which address topics of sustainability are now identified with a leaf icon.

**Princeton Review's *2011 Green Guide* ranked UMass Boston in the top 311 green universities in the country.**

**http://www.princetonreview.com/green-guide.aspx**

### Undergraduate Courses by Department

Accounting and Finance
Africana Studies
American Studies
Anthropology
Art
Asian Studies
Biology
Classics
Communication Studies
Criminal Justice
Critical Reading and Writing
Economics
English
Environmental, Earth and Ocean Science
Environmental Studies
Exercise & Health Science
French
Gerontology
History
Information Technology
Latin
Linguistics
Management
Management Science and Information Systems
Mathematics
Music
Nursing
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Technical Education
Women's Studies

### Graduate Courses by Department

Applied Linguistics
Business Administration (MBA)
Boston Writing Project
Counseling
Critical and Creative Thinking
Education
Environmental, Earth and Ocean Science
Gerontology
Instructional Design
Nursing
Public Affairs
Rebuilding Sustainable Communities
Spanish
Special Education

### Programs by Location

Braintree
Copley
Framingham
Plymouth
Wakefield

# What's Inside
## Spring 2012


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Courses marked with "PR" in "Prereq" column have prerequisites or permission requirements that must be met before enrolling; for details, see course descriptions starting on page 14. For explanation of Distribution and Diversity codes, see "Specific CLA/CSM Requirements" on page 62 Room codes in the "Location" column identify the building, floor and room where an on-campus class is held. W: Wheatley Hall, M: McCormack Hall, H: Healey Library, S: Science Building. W-1-003 = Wheatley, 1st floor, Room 003.

Course fees for Academic Year 2011-12

A new course fee structure has been introduced for Academic Year 2011-12. Please refer to page 64 for per-credit course fees. Lab fees will continue to be listed in the course matrix below.

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE COURSES** | | | | | | | | | | | | | |
| **Accounting and Finance** | | | | | | | | | | | | | |
| AF 201 | Personal Finance | | | | 3 | 6421 | LEC | 1/30-5/4 | M | 6:00-9:00pm | Copley | S. King | |
| AF 201 | Personal Finance | | | | 3 | 6422 | LEC | 1/30-5/4 | Online | | | M. Sharif | |
| AF 210 | Financial Accounting | PR | | | 3 | 6423 | LEC | 1/30-5/4 | W | 6:00-9:00pm | Copley | Staff | |
| **Africana Studies** | | | | | | | | | | | | | |
| AFRSTY 101 | Introduction to Africana Studies | | WC | I | 3 | 4835 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | M-3-407 | T. Nelson | |
| AFRSTY 101 | Introduction to Africana Studies | | WC | I | 3 | 8074 | LEC | 1/30-5/4 | Online | | | Y. Nuruddin | |
| AFRSTY 102 | The History of African-American Education | | | | 3 | 11114 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-020 | Staff | |
| AFRSTY 220 | Free and Slave in the New World, 1492-1888 | | | | 3 | 11115 | LEC | 1/30-5/4 | Online | | | Y. Nuruddin | |
| AFRSTY 270 | The African-American Image on Stage, Screen and Television | | | | 3 | 7970 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-019 | C. Odle | |
| AFRSTY 310 | Modern Caribbean Society | | | I | 3 | 8077 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-1-061 | Staff | |
| **American Studies** | | | | | | | | | | | | | |
| AMST 101 | Popular Culture in America | | HU | | 3 | 6543 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-056 | S. King | |
| AMST 210 | American Dreams/American Realities: Men and Women in Society and Culture 1600-1860 | PR | HU | U | 3 | 8078 | LEC | 1/30-5/4 | Online | | | P. Raub | |
| AMST 301L | Childhood in America | PR | | U | 3 | 9703 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-046 | T. Sieber | |
| **Anthropology** | | | | | | | | | | | | | |
| ANTH 105 | Introduction to Biological Anthropology | | NS | | 3 | 4837 | LEC | 1/30-5/4 | Online | | | C. Gold | |
| ANTH 106 | Introduction to Cultural Anthropology | | SB | | 3 | 6966 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-047 | E. Kelley | |
| ANTH 107 | Introduction to Archaeology | | SB | | 3 | 4838 | LEC | 1/30-5/4 | Online | | | J. Schoenfelder | |
| ANTH 262 | Dreams & Dreaming | | | | 3 | 9707 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | J. Pasto | |
| ANTH 271 | Peoples and Cultures of the Middle East | | | I | 3 | 4839 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | M-1-608 | R. Fazell | |
| ANTH 272 | Peoples and Cultures of Africa | | WC | I | 3 | 6427 | LEC | 1/30-5/4 | Online | | | B. Worley | |
| ANTH 274 | Peoples and Cultures of the Caribbean | | WC | | 3 | 9708 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | P. Sylvain | |
| ANTH 301L | Childhood in America | | | U | 3 | 9705 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-046 | T. Sieber | |
| ANTH 346 | Culture, Globalization, and the Environment | | | | 3 | 7795 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-1-055 | J. Martinez Reyes | |
| ANTH 367 | Social and Cultural Perspectives on Witchcraft and Sorcery | PR | WC | | 3 | 6600 | LEC | 1/30-5/4 | Online | | | B. Worley | |
| **Arabic** | | | | | | | | | | | | | |
| ARABIC 102 | Elementary Arabic II | PR | WL | | 4 | 7525 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-044 | A. Berrahmoun | 25 |
| **Art** | | | | | | | | | | | | | |
| ART 102 | Renaissance to Modern Art | | AR | | 3 | 7523 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | M-3-430 | C. Scollans | |
| ART 222 | Survey of American Art | | AR | | 3 | 11098 | LEC | 2/4-4/28 | Sa | 12:00-3:00pm | M-3-430 | C. Scollans | |
| ART 281 | Drawing I | | AR | | 3 | 4840 | LEC | 2/4-4/28 | Sa | 11:00am-2:00pm | H-8-009 | K. Dacey | 40 |
| **Asian Studies** | | | | | | | | | | | | | |
| ASIAN 359L | Women in Modern China | | WC | I | 3 | 6961 | LEC | 1/30-5/4 | Online | | | J. Babbitts | |
| ASIAN 363L | Modern Japan | | | I | 3 | 6555 | LEC | 1/30-5/4 | Online | | | C. Kim | |
| ASIAN 371 | Environmental Issues in China | | | | 3 | 12296 | LEC | 1/30-5/4 | Online | | | J. Clifford | |
| **Biology** | | | | | | | | | | | | | |
| BIOL 101 | The Basis of Life | | NS | | 3 | 9712 | LEC | 1/30-5/4 | Online | | | J. Tenzar | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BIOL 108 | Introduction to Nutrition | | NS | | 3 | 4841 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | A. Bradley | |
| BIOL 108 | Introduction to Nutrition | | NS | | 3 | 6694 | LEC | 1/30-5/4 | Online | | | H. Dean | |
| BIOL 112 | General Biology II | PR | NS | | 4 | 4843 | LEC | 1/30-4/25 | MW | 6:30-9:30pm | Braintree | A. Baldinger | 100 |
| **Classics** | | | | | | | | | | | | | |
| CLSICS 161 | Demystifying Language: English Vocabulary | | SB | | 3 | 12444 | LEC | 1/30-5/4 | Online | | | E. McDermott | |
| **Communication Studies** | | | | | | | | | | | | | |
| COMSTU 100 | Introduction to Communication | | SB | | 3 | 11105 | LEC | 1/30-5/4 | Online | | | R. Raben | |
| COMSTU 100 | Introduction to Communication | | S8 | | 3 | 6467 | LEC | 1/30-5/4 | Online | | | R. Raben | |
| COMSTU 105 | Oral Communication | | | | 3 | 4844 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-2-107 | A. Tolbert | |
| COMSTU 210 | Using Internet Communication | | | | 3 | 4845 | LEC | 1/30-5/4 | Online | | | E. McMahon | |
| COMSTU 250 | Analyzing Media | PR | S8 | | 3 | 7524 | LEC | 1/30-5/4 | Online | | | A. Shelton | |
| COMSTU 300 | Information Technology and Human Communication | | SB | | 3 | 6862 | LEC | 1/30-5/4 | Online | | | R. Raben | |
| **Criminal Justice** | | | | | | | | | | | | | |
| CRMJUS 104L | Introduction to Systems of Criminal Justice | | | | 3 | 9748 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | G. Horgan | |
| CRMJUS 262L | Criminology | PR | SB | | 3 | 6553 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-064 | L. Holmes | |
| CRMJUS 321L | Racial and Ethnic Relations | PR | S8 | U | 3 | 4846 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-064 | K. Lischinsky | |
| CRMJUS 351L | Methods of Sociological Research | PR | | | 3 | 9750 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | J. McQuaid | |
| CRMJUS 363L | Corrections | PR | | | 3 | 4847 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | G. Walsh | |
| CRMJUS 465L | The Police in Society | PR | | | 3 | 9752 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-1-031 | M. Peel | |
| CRMJUS 467L | The Sociology of Law | PR | | | 3 | 4848 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-031 | R. Tyler | |
| **Critical Reading and Writing** | | | | | | | | | | | | | |
| CRW 282 | Elements of Writing Proficiency | | | | 3 | 8076 | LEC | 1/30-5/4 | Online | | | D. Boudreau | |
| CRW 283 | Proficiency in Analytic Writing | PR | | | 3 | 7767 | LEC | 1/30-5/4 | Online | | | A. Petruzzi | |
| **Economics** | | | | | | | | | | | | | |
| ECON 101 | Introduction to Microeconomics | PR | SB | | 3 | 4851 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | K. Carlson | |
| ECON 101 | Introduction to Microeconomics | PR | S8 | | 3 | 4852 | LEC | 1/30-5/4 | Online | | | J. Spitz | |
| ECON 102 | Introduction to Macroeconomics | PR | SB | | 3 | 4853 | LEC | 1/31-4/24 | Tu | 6:00-9:00pm | Copley | K. Carlson | |
| ECON 102 | Introduction to Macroeconomics | PR | SB | | 3 | 4854 | LEC | 1/30-5/4 | Online | | | N. Aman | |
| **English** | | | | | | | | | | | | | |
| ENGL 101 | Freshman English I | PR | | | 3 | 7542 | LEC | 1/31-4/26 | TuTh | 7:30-9:00pm | Copley | J. Piazza | |
| ENGL 101 | Freshman English I | PR | | | 3 | 7543 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-045 | S. Walsh | |
| ENGL 102 | Freshman English II | PR | | | 3 | 7544 | LEC | 1/31-4/26 | TuTh | 6:00-7:30pm | Copley | J. Piazza | |
| ENGL 102 | Freshman English II | PR | | | 3 | 7545 | LEC | 2/4-4/28 | Sa | 3:15-6:15pm | W-1-044 | D. Lombardy | |
| ENGL 201 | Five British Authors | PR | HU | | 3 | 7546 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-034 | M. Ross | |
| ENGL 202 | Six American Authors | PR | HU | U | 3 | 7547 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | A. Hasratian | |
| ENGL 210 | Introduction to Creative Writing | PR | AR | | 3 | 7548 | LEC | 1/31-4/24 | Tu | 6:00-9:00pm | Copley | J. Lakasczyck | |
| ENGL 307 | Writing for Print and Online Media | PR | | | 3 | 7808 | LEC | 1/30-5/4 | Online | | | J. McDonough | |
| **Environmental, Earth and Ocean Sciences** | | | | | | | | | | | | | |
| EEOS 101 | The Global Environment | | NS | | 3 | 4849 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-2-158 | M. Mensoian | |
| EEOS 102 | World Regional Geography | | | I | 3 | 6965 | LEC | 1/30-5/4 | Online | | | D. Merwin | |
| EEOS 225 | Weather and Climate | PR | NS | | 3 | 4850 | LEC | 1/31-4/24 | Tu | 6:00-9:00pm | Copley | M. Mensoian | |
| EEOS 225 | Weather and Climate | PR | NS | | 3 | 6964 | LEC | 1/30-5/4 | Online | | | H. Hotz | |
| **Environmental Studies** | | | | | | | | | | | | | |
| ENVSTY 101 | The Nature of Environmental Problems | | NS | | 3 | 4859 | LEC | 1/30-5/4 | Online | | | N. Mohanty | |
| **Exercise and Health Science** | | | | | | | | | | | | | |
| EHS 280 | Statistics for Health Professionals | PR | | | 3 | 7917 | LEC | 1/30-5/4 | Online | | | L. Milliken | |
| **French** | | | | | | | | | | | | | |
| FRENCH 102 | Elementary French II | PR | WL | | 4 | 4860 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-010 | P. O'Connell | 25 |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Gerontology** | | | | | | | | | | | | | |
| GERCTR 220 | Demographics and Economics of Aging | | | | 3 | 11200 | LEC | 1/30-5/4 | Online | | | J. Griffin | |
| GERCTR 305 | Concepts of Aging | | | | 3 | 11075 | LEC | 1/30-5/4 | Online | | | J. Quinlan | |
| GERCTR 315 | Working with Elders | | | | 3 | 11076 | LEC | 1/30-5/4 | Online | | | J. Quinlan | |
| GERCTR 350 | Influencing Aging Policy | | | | 3 | 11077 | LEC | 1/30-5/4 | Online | | | R. Sherman | |
| GERCTR 401 | Intervention with Elders in a Community-based or Institutional Setting | | | | 3 | 11078 | LEC | 1/30-5/4 | Online | | | J. Quinlan | |
| GERCTR 430 | Health and Physical Aspects of Aging | | | | 3 | 11079 | LEC | 1/30-5/4 | Online | | | J. Conahan | |
| GERCTR 440 | Working on a Gerontological Social Issue | | | | 3 | 11080 | LEC | 1/30-5/4 | Online | | | J. Quinlan | |
| **History** | | | | | | | | | | | | | |
| HIST 152 | Introduction to African History | | WC | I | 3 | 9741 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | M-3-407 | T. Johnson | |
| HIST 211 | Foundations of Western Civilization | | HU | | 3 | 4861 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-061 | G. Miller | |
| HIST 212 | Modern Western Civilization | | HU | | 3 | 4862 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | G. Miller | |
| HIST 214 | Modern World History | | SB | I | 3 | 4863 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | Staff | |
| HIST 214 | Modern World History | | SB | I | 3 | 7529 | LEC | 2/4-4/28 | F | 2:30-5:30pm | W-1-063 | R. Sauer | |
| HIST 265 | American History before 1877 | | HU | | 3 | 11852 | LEC | 1/30-5/4 | Online | | | L. Vox | |
| HIST 265 | American History before 1877 | | HU | | 3 | 4864 | LEC | 1/30-5/4 | Online | | | M. Duff | |
| HIST 319 | History of the Mediterranean | | | | 3 | 11853 | LEC | 1/30-5/4 | Online | | | M. Casini | |
| HIST 324 | Russia and the Soviet Union: From the 1917 Revolution to Putin | | | | 3 | 7530 | LEC | 1/31-4/24 | Fri | 6:00-9:00pm | W-1-054 | K. Murphy | |
| HIST 334 | Italy Since 1815 | | | | 3 | 9742 | LEC | 1/30-5/4 | Online | | | S. Di Scala | |
| HIST 359L | Women in Modern China | | WC | I | 3 | 6962 | LEC | 1/30-5/4 | Online | | | J. Babbitts | |
| HIST 363L | Modern Japan | | | I | 3 | 6428 | LEC | 1/30-5/4 | Online | | | S. Kim | |
| HIST 389 | The History of Modern Terrorism | | | | 3 | 7531 | LEC | 2/2-4/26 | Th | 6:30-9:30pm | Braintree | R. Sauer | |
| **Information Technology** | | | | | | | | | | | | | |
| IT 230L | Relational Databases | | | | 3 | 11072 | LEC | 1/30-5/4 | Online | | | R. Blake | |
| IT 246 | Introduction to Networks | | | | 3 | 11074 | LEC | 1/30-5/4 | Online | | | K. Nolin | |
| **Latin** | | | | | | | | | | | | | |
| LATIN 101 | Fundamentals of Latin I | | WL | | 3 | 6105 | LEC | 1/30-5/4 | Online | | | R. Colaizzi | |
| LATIN 102 | Fundamentals of Latin II | | WL | | 3 | 7526 | LEC | 1/30-5/4 | Online | | | R. Colaizzi | |
| **Linguistics** | | | | | | | | | | | | | |
| LING 152 | Elementary American Sign Language II | PR | WL | | 3 | 4869 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-056 | D. Ioannides | |
| **Management** | | | | | | | | | | | | | |
| MGT 130 | Introduction to Business | | | | 3 | 6429 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | J. Evereteze | |
| MGT 130 | Introduction to Business | | | | 3 | 6604 | LEC | 1/30-5/4 | Online | | | E. Romar | |
| **Management Science and Information Systems** | | | | | | | | | | | | | |
| MSIS 105 | Introduction to Information Systems | | | | 3 | 10931 | LEC | 1/30-5/4 | Online | | | N. Ashrafi | |
| MSIS 123 | Introduction to Information Security | | | | 3 | 10933 | LEC | 1/30-5/4 | Online | | | G. Kelley | |
| MSIS 124 | Introduction to Visual Basic.NET | | | | 3 | 10934 | LEC | 1/30-5/4 | Online | | | M. Stone | |
| MSIS 224 | Advanced Visual Basic.NET | | | | 3 | 10935 | LEC | 1/30-5/4 | Online | | | M. Stone | |
| MSIS 230L | Relational Databases | PR | | | 3 | 11073 | LEC | 1/30-5/4 | Online | | | R. Blake | |
| MSIS 290 | Information Systems Development and Management | | | | 3 | 10936 | LEC | 1/30-5/4 | Online | | | S. Cooray | |
| **Mathematics** | | | | | | | | | | | | | |
| MATH 115 | College Algebra | PR | | | 3 | 4866 | LEC | 2/3-4/27 | F | 6:00-9:15pm | W-2-198 | C. Agunwamba | |
| MATH 125 | Introductory Statistics | PR | MT | | 3 | 4867 | LEC | 2/4-4/28 | Sa | 8:15-11:30am | W-1-056 | T. Poweigha | |
| MATH 125 | Introductory Statistics | PR | MT | | 3 | 4868 | LEC | 2/2-4/26 | Th | 6:00-9:15pm | Copley | Z. Djordjevic | |
| MATH 130 | Precalculus | PR | MT | | 3 | 4869 | LEC | 2/4-4/28 | Sa | 11:45am-3:00pm | W-1-034 | M. Orhon | |
| MATH 134 | Managerial Calculus | PR | MT | | 3 | 4870 | LEC | 2/4-4/28 | Sa | 11:45am-3:00pm | W-1-046 | Z. Djordjevic | |
| **Modern Languages** | | | | | | | | | | | | | |
| MDNLNG 390 | Europe at the Movies: A History of Postwar Cinema | | | | 3 | 11190 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-009 | M. Natoli | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Music** | | | | | | | | | | | | | |
| MUSIC 111 | An Introduction to Music | | AR | | 3 | 4871 | LEC | 2/3-4/27 | F | 6:00-9:00pm | M-2-423 | P. Janson | |
| MUSIC 185A | Applied Music: Flute (half-hour) | PR | | | 1 | 4872 | Private music lessons are by arrangement. Please contact the Music Department at 617.287.6980 to register for these courses. Note: registration deadline: February 6, 2012. | | | | | J. Rosinski | |
| MUSIC 185A | Applied Music: Flute (hour) | PR | | | 1 | 4873 | | | | | | J. Rosinski | |
| MUSIC 185B | Applied Music: Bass (half-hour) | PR | | | 1 | 4874 | Special Course Fee, MUSIC 185, 1/2 hr: $465 | | | | | W. Slater | |
| MUSIC 185B | Applied Music: Bass (hour) | PR | | | 1 | 4875 | Special Course Fee, MUSIC 185, 1 hr: $830 | | | | | W. Slater | |
| MUSIC 185C | Applied Music: Clarinet (half-hour) | PR | | | 1 | 4876 | | | | | | C. Brezniak | |
| MUSIC 185C | Applied Music: Clarinet (hour) | PR | | | 1 | 4877 | | | | | | C. Brezniak | |
| MUSIC 185D | Applied Music: Drums (half-hour) | PR | | | 1 | 4878 | | | | | | B. Sofferman | |
| MUSIC 185D | Applied Music: Drums (hour) | PR | | | 1 | 4879 | | | | | | B. Sofferman | |
| MUSIC 185E | Applied Music: Guitar (half-hour) | PR | | | 1 | 4880 | | | | | | P. Janson | |
| MUSIC 185E | Applied Music: Guitar (hour) | PR | | | 1 | 4881 | | | | | | P. Janson | |
| MUSIC 185F | Applied Music: Piano (half-hour) | PR | | | 1 | 4884 | | | | | | T. McFarland | |
| MUSIC 185F | Applied Music: Piano (hour) | PR | | | 1 | 4885 | | | | | | T. McFarland | |
| MUSIC 185G | Applied Music: Saxophone (half-hour) | PR | | | 1 | 4892 | | | | | | M. Perrett | |
| MUSIC 185G | Applied Music: Saxophone (hour) | PR | | | 1 | 4893 | | | | | | M. Perrett | |
| MUSIC 185I | Applied Music: Voice (half-hour) | PR | | | 1 | 4894 | | | | | | D. Giessow | |
| MUSIC 185I | Applied Music: Voice (hour) | PR | | | 1 | 4895 | | | | | | D. Giessow | |
| MUSIC 185J | Applied Music: Trumpet (half-hour) | PR | | | 1 | 4902 | | | | | | S. Aston | |
| MUSIC 185J | Applied Music: Trumpet (hour) | PR | | | 1 | 4903 | | | | | | S. Aston | |
| MUSIC 185K | Applied Music: Cello (half-hour) | PR | | | 1 | 4904 | | | | | | P. Taylor | |
| MUSIC 185K | Applied Music: Cello (hour) | PR | | | 1 | 4905 | | | | | | P. Taylor | |
| MUSIC 185L | Applied Music: Trombone (half-hour) | PR | | | 1 | 4906 | | | | | | S. Hamlin | |
| MUSIC 185L | Applied Music: Trombone (hour) | PR | | | 1 | 4907 | | | | | | S. Hamlin | |
| MUSIC 185M | Applied Music: Organ (half-hour) | PR | | | 1 | 4908 | | | | | | A. Holman | |
| MUSIC 185M | Applied Music: Organ (hour) | PR | | | 1 | 4909 | | | | | | A. Holman | |
| MUSIC 185N | Applied Music: Viola (half-hour) | PR | | | 1 | 4910 | | | | | | P. Buczek | |
| MUSIC 185N | Applied Music: Viola (hour) | PR | | | 1 | 4911 | | | | | | P. Buczek | |
| MUSIC 185O | Applied Music: Oboe (half-hour) | PR | | | 1 | 4912 | | | | | | E. Badea | |
| MUSIC 185O | Applied Music: Oboe (hour) | PR | | | 1 | 4913 | | | | | | E. Badea | |
| MUSIC 185P | Applied Music: Recorder (half-hour) | PR | | | 1 | 4914 | | | | | | J. Rosinski | |
| MUSIC 185P | Applied Music: Recorder (hour) | PR | | | 1 | 4915 | | | | | | Staff | |
| MUSIC 185Q | Applied Music: Horn (half-hour) | PR | | | 1 | 4916 | | | | | | A. Howarth | |
| MUSIC 185Q | Applied Music: Horn (hour) | PR | | | 1 | 4917 | | | | | | A. Howarth | |
| MUSIC 185R | Applied Music: Bassoon (half-hour) | PR | | | 1 | 4918 | | | | | | E. Badea | |
| MUSIC 185R | Applied Music: Bassoon (hour) | PR | | | 1 | 4919 | | | | | | E. Badea | |
| MUSIC 185S | Applied Music: Accordian (half-hour) | PR | | | 1 | 4920 | | | | | | E. Badea | |
| MUSIC 185S | Applied Music: Accordian (hour) | PR | | | 1 | 4921 | | | | | | E. Badea | |
| MUSIC 185H | Applied Music: Violin (half-hour) | PR | | | 1 | 6080 | | | | | | P. Buczek | |
| MUSIC 185H | Applied Music: Violin (hour) | PR | | | 1 | 6081 | | | | | | P. Buczek | |
| MUSIC 185T | Applied Music: String Bass (half-hour) | PR | | | 1 | 6456 | | | | | | W. Slater | |
| MUSIC 185T | Applied Music: String Bass (hour) | PR | | | 1 | 6457 | | | | | | W. Slater | |
| MUSIC 185I | Applied Music: Voice (half-hour) | PR | | | 1 | 6969 | | | | | | H. Zagaria | |
| MUSIC 185I | Applied Music: Voice (hour) | PR | | | 1 | 6970 | | | | | | H. Zagaria | |
| MUSIC 185I | Applied Music: Voice (half-hour) | PR | | | 1 | 6971 | | | | | | S. Rogevich | |
| MUSIC 185I | Applied Music: Voice (hour) | PR | | | 1 | 6972 | | | | | | S. Rogevich | |
| MUSIC 248 | Universe of Music | | AR | I | 3 | 6696 | LEC | 1/30-5/4 | Online | | | D. Patterson | |
| MUSIC 258 | American Music in Wartime | | AR | | 3 | 7540 | LEC | 1/30-5/4 | Online | | | J. Mitchell | |
| MUSIC 268 | Music of Latin America | | | | 3 | 11973 | LEC | 1/30-5/4 | Online | | | P. Janson | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nursing** | | | | | | | | | | | | | |
| NURSNG 360 | Professional Issues in Nursing for RNs | PR | | | 6 | 7919 | LEC | 1/30-5/4 | Online | | | C. Allen | |
| | | | | | | 11082 | DIS | 1/30-5/4 | Tu | 8:45-10:45am | LMS CHAT | S. Merrow | |
| | | | | | | 11083 | DIS | 1/30-5/4 | Tu | 7:00-9:00pm | LMS CHAT | S. Merrow | |
| | | | | | | 11084 | DIS | 1/30-5/4 | W | 7:15-9:15pm | LMS CHAT | C. Allen | |
| | | | | | | 11085 | DIS | 1/30-5/4 | W | 7:30-9:30pm | LMS CHAT | C. Moran | |
| NURSNG 361 | Health Assessment and Promotion | PR | | | 6 | 7920 | LEC | 1/30-5/4 | Online | | | L. Tata | |
| | | | | | | 11086 | DIS | 1/30-5/4 | M | 7:30-9:30pm | LMS CHAT | L. Tata | |
| | | | | | | 11087 | DIS | 1/30-5/4 | M | 7:45-9:45pm | LMS CHAT | Staff | |
| | | | | | | 11088 | DIS | 1/30-5/4 | Tu | 9:00-11:00am | LMS CHAT | C. Allen | |
| | | | | | | 11089 | DIS | 1/30-5/4 | W | 7:30-9:30pm | LMS CHAT | J. Marden | |
| NURSNG 362 | Research and Evidence-based Practice | PR | | | 6 | 7921 | LEC | 1/30-5/4 | Online | | | E. George | |
| | | | | | | 11092 | DIS | 1/30-5/4 | W | 6:00-8:00pm | LMS CHAT | E. George | |
| | | | | | | 11093 | DIS | 1/30-5/4 | Tu | 9:00-11:00am | LMS CHAT | E. George | |
| | | | | | | 11094 | DIS | 1/30-5/4 | W | 9:00-11:00am | LMS CHAT | R. Ailinger | |
| NURSNG 461 | Community Health for Registered Nurses | PR | | | 6 | 7924 | LEC | 1/30-5/4 | Online | | | J. Edmonds | |
| | | | | | | 11100 | DIS | 1/30-5/4 | M | 9:00am-11:00am | LMS CHAT | J. Edmonds | |
| | | | | | | 11101 | DIS | 1/30-5/4 | M | 7:30-9:30pm | LMS CHAT | Staff | |
| | | | | | | 11099 | DIS | 1/30-5/4 | Tu | 7:30-9:30pm | LMS CHAT | A. Zaia | |
| NURSNG 462 | Legal, Ethical and Health Policy and Capstone for RNs | PR | | | 6 | 7925 | LEC | 1/30-5/4 | Online | | | D. Mahony | |
| | | | | | | 11102 | DIS | 1/30-5/4 | Tu | 8:45-10:45am | LMS CHAT | D. Mahony | |
| | | | | | | 11103 | DIS | 1/30-5/4 | Tu | 7:00-9:00pm | LMS CHAT | S. Butler | |
| **Philosophy** | | | | | | | | | | | | | |
| PHIL 100 | Introduction to Philosophy | | HU | | 3 | 4922 | LEC | 1/31-4/24 | Tu | 6:00-9:00pm | Copley | M. Gunning | |
| PHIL 100 | Introduction to Philosophy | | HU | | 3 | 4923 | LEC | 2/4-4/28 | Sa | 3:15-6:15pm | W-1-034 | J. Cooper-Wiele | |
| PHIL 108 | Moral and Social Problems | | HU | U | 3 | 4924 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | J. Cooper-Wiele | |
| PHIL 108 | Moral and Social Problems | | HU | U | 3 | 4925 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-054 | M. Gunning | |
| PHIL 222 | Moral Issues in Medicine | | HU | | 3 | 4926 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-009 | M. Gunning | |
| **Physics** | | | | | | | | | | | | | |
| PHYSIC 134 | Energy for the Future | | NS | | 3 | 7809 | LEC | 1/30-5/4 | | | Online | M. Antonoff | |
| **Political Science** | | | | | | | | | | | | | |
| POLSCI 101 | Introduction to Politics | | SB | | 3 | 4927 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | C. Coscia | |
| POLSCI 102 | Government and Politics of the United States | | SB | | 3 | 4928 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-047 | U. Tafe | |
| POLSCI 202 | Comparative Politics of Third World Countries | | | I | 3 | 6959 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-061 | A. Rivera-Ottenberger | |
| POLSCI 220 | International Relations (B) | | | I | 3 | 4929 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | R. Peters | |
| POLSCI 220 | International Relations (8) | | | I | 3 | 6697 | LEC | 1/30-5/4 | Online | | | R. Weiner | |
| POLSCI 251 | Ancient and Medieval Political Thought (D) | | | | 3 | 10917 | LEC | 1/30-5/4 | Online | | | J. Ward | |
| POLSCI 367 | Politics by Internet | | | | 3 | 11993 | LEC | 1/30-5/4 | Online | | | F. Sullivan | |
| POLSCI 375 | Third World Development (C) | | | I | 3 | 7990 | LEC | 1/30-5/4 | Online | | | H. Shahdadi | |
| POLSCI 377 | Special Topics in Politics | | | | 3 | 10916 | LEC | 2/4-4/28 | Sa | 3:15-6:15pm | W-1-009 | A. Rivera-Ottenberger | |
| POLSCI 424 | American Foreign Policy (B) | | | | 3 | 11097 | LEC | 1/30-5/4 | Online | | | H. Shahdadi | |
| **Psychology** | | | | | | | | | | | | | |
| PSYCH 100 | Introductory Psychology | | SB | | 3 | 10775 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | B. Reese | |
| PSYCH 100 | Introductory Psychology | | S8 | | 3 | 10776 | LEC | 2/4-4/28 | Sa | 3:15-6:15pm | W-2-198 | D. Seichepine | |
| PSYCH 201 | Introduction to 8ehavioral Research | PR | | | 3 | 10780 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-031 | M. Krengel | |
| PSYCH 234 | Psychology of Cross-cultural Relations | PR | | U | 3 | 10781 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-063 | A. Hui | |
| PSYCH 315 | Abnormal Psychology | PR | | | 3 | 10782 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-2-198 | A. Hui | |
| PSYCH 330 | Social Psychology | PR | | | 3 | 10783 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | M. Patterson | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PSYCH 341 | Infancy and Childhood Development | PR | | | 3 | 10784 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-063 | R. Heneke | |
| PSYCH 350 | Learning and Memory | PR | | | 3 | 10785 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-041 | C. Cohen | |
| PSYCH 360 | Behavioral Neuroscience | PR | | | 3 | 10786 | LEC | 2/4-4/28 | Sa | 3:15-6:15pm | W-1-041 | C. Cohen | |
| **Sociology** | | | | | | | | | | | | | |
| SOCIOL 101 | Introduction to Sociology | | SB | | 3 | 4936 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-2-198 | K. Lischinsky | |
| SOCIOL 101 | Introduction to Sociology | | SB | | 3 | 6545 | LEC | 2/1-4/25 | W | 6:30-9:30pm | Braintree | K. Lischinsky | |
| SOCIOL 101 | Introduction to Sociology | | S8 | | 3 | 6850 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | 8. Michels | |
| SOCIOL 101 | Introduction to Sociology | | SB | | 3 | 9754 | LEC | 1/30-5/4 | Online | | | M. Soyer | |
| SOCIOL 104L | Introduction to Systems of Criminal Justice | | | | 3 | 9749 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | G. Horgan | |
| SOCIOL 160 | Social Problems | PR | | | 3 | 9755 | LEC | 1/30-5/4 | Online | | | K. Vecitis | |
| SOCIOL 261 | Social Deviance and Control | PR | | | 3 | 9756 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-1-034 | M. Soyer | |
| SOCIOL 262L | Criminology | PR | SB | | 3 | 6554 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-064 | L. Holmes | |
| SOCIOL 316 | Family Violence | PR | | | 3 | 7533 | LEC | 1/31-4/24 | Tu | 6:00-9:00pm | Copley | D. Cohen | |
| SOCIOL 321L | Racial and Ethnic Relations | PR | SB | U | 3 | 4933 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-064 | K. Lischinsky | |
| SOCIOL 351L | Methods of Sociological Research | PR | | | 3 | 9751 | LEC | 2/2-4/26 | Th | 6:00-9:00pm | Copley | J. McQuaid | |
| SOCIOL 362 | Juvenile Delinquency | PR | | | 3 | 8079 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | C. Monteiro | |
| SOCIOL 363L | Corrections | PR | | | 3 | 4934 | LEC | 1/30-4/30 | M | 6:00-9:00pm | Copley | G. Walsh | |
| SOCIOL 367L | Drugs and Society | PR | SB | | 3 | 6433 | LEC | 1/30-5/4 | Online | | | J. Struzziery | |
| SOCIOL 382 | The Sociology of Gender | PR | S8 | U | 3 | 6982 | LEC | 1/30-5/4 | Online | | | J. Struzziery | |
| SOCIOL 465L | The Police in Society | PR | | | 3 | 9753 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-1-031 | M. Peel | |
| SOCIOL 467L | The Sociology of Law | PR | | | 3 | 4935 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-031 | R. Tyler | |
| **Spanish** | | | | | | | | | | | | | |
| SPAN 101 | Elementary Spanish I | PR | WL | | 4 | 4937 | LEC | 1/30-5/4 | Online | | | P. Chouinard | 25 |
| SPAN 102 | Elementary Spanish II | PR | WL | | 4 | 4938 | LEC | 1/30-5/4 | Online | | | A. Beal | 25 |
| SPAN 106 | Basic Spanish for Communication II | PR | WL | | 3 | 6435 | LEC | 2/4-4/28 | Sa | 11:45am-2:45pm | W-1-058 | A. Mogavero | |
| SPAN 409 | Advanced Practice of Translation | PR | WL | | 6 | 4939 | LEC | 1/23-5/16 | MW | 5:30-8:30pm | H-6-003 | Staff | |
| **Technical Education** | | | | | | | | | | | | | |
| *A special $750 course fee applies to each OCCED course listed below.* | | | | | | | | | | | | | |
| OCCED 218 | Seminar for the Beginning Vocational-Technical Teacher | | | | 3 | 11134 | LEC | 2/1-5/16 | W | 5:00-7:30pm | Wakefield | W. Giglio | |
| OCCED 219 | Managing Student Behavior & Creating a Safe & Healthy Environment | | | | 3 | 11137 | LEC | 2/2-5/17 | Th | 5:00-7:30pm | Wakefield | R. Galliher | |
| OCCED 220 | Teaching Methods for Vocational-Technical Education: Instructional Strategies | | | | 3 | 11138 | LEC | 2/1-5/16 | W | 5:00-7:30pm | Wakefield | L. Powers | |
| OCCED 221 | Teaching & Assessing the Vocational-Technical Learner | | | | 3 | 11139 | LEC | 1/30-5/4 | Online | | | P. Drugge | |
| OCCED 222 | Developing & Implementing a Standards 8ased Curriculum in Vocational-Technical Education | | | | 3 | 11135 | LEC | 1/31-5/15 | Tu | 5:00-7:30pm | Wakefield | M. Ferri | |
| OCCED 223 | Teaching Methods for Vocational-Technical Education: Teaching Diverse Learners | | | | 3 | 11136 | LEC | 1/30-5/14 | M | 5:00-7:30pm | Wakefield | P. 8assett | |
| OCCED 224 | Addressing the Needs of Students with Disabilities in Vocational-Technical Education | | | | 3 | 11140 | LEC | 1/31-5/15 | Tu | 5:00-7:30pm | Wakefield | Staff | |
| **Theatre Arts** | | | | | | | | | | | | | |
| THRART 100 | Introduction to Theatre | | AR | | 3 | 7918 | LEC | 1/30-5/4 | Online | | | C. Quinn | |
| **Women's Studies** | | | | | | | | | | | | | |
| WOST 100 | Women and Society | | | U | 3 | 11225 | LEC | 2/1-4/25 | W | 6:00-9:00pm | Copley | L. Benson | |
| WOST 110 | Women in Global Perspectives | | S8 | I | 3 | 6981 | LEC | 2/3-4/27 | F | 6:00-9:00pm | W-1-034 | F. Haghighatjoo | |
| WOST 150 | Women, Culture and Identity | | HU | | 3 | 11226 | LEC | 2/4-4/28 | Sa | 8:15-11:15am | W-1-055 | P. Stuelke | |
| WOST 200 | Twentieth Century Women Writers: A Feminist Perspective | | AR | U | 3 | 7987 | LEC | 2/3-4/27 | F | 2:30-5:30pm | W-2-158 | C. Maley | |
| WOST 260 | Women's Health Care | | | | 3 | 4940 | LEC | 1/30-5/4 | Online | | | M. Cordill | |
| WOST 359L | Women in Modern China | | WC | I | 3 | 6963 | LEC | 1/30-5/4 | Online | | | J. Babbitts | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **GRADUATE COURSES** | | | | | | | | | | | | | |
| **Counseling** | | | | | | | | | | | | | |
| COUNSL 601 | Research and Evaluation in Psychology | | | | 3 | 10967 | LEC | 1/30-5/4 | Online | | | J. Daniels | |
| **Critical and Creative Thinking** | | | | | | | | | | | | | |
| CRCRTH 602 | Creative Thinking | | | | 3 | 10922 | LEC | 1/30-5/4 | Online | | | L. Witkowski | |
| CRCRTH 612 | Seminar in Creativity | | | | 3 | 9759 | LEC | 1/26-5/17 | Th | 4:00-6:30pm | TBA | N. Greenwald | |
| CRCRTH 616 | Dialogue Processes | | | | 3 | 10923 | LEC | 1/30-5/4 | Online | | | C. Gunnlaugson | |
| CRCRTH 618 | Creative Thinking, Collaboration, and Organizational Change | | | | 3 | 10924 | LEC | 1/30-5/4 | Online | | | J. Szteiter | |
| CRCRTH 649L | Scientific and Political Change | | | | 3 | 10925 | LEC | 1/30-5/4 | Online | | | P. Taylor | |
| CRCRTH 693 | Action Research for Educational, Professional and Personal Change | | | | 3 | 10926 | LEC | 1/30-5/4 | Online | | | J. Szteiter | |
| **Education** | | | | | | | | | | | | | |
| EDC G 610 | Computers, Technology & Education | | | | 3 | 12292 | LEC | 1/30-5/4 | Online | | | D. DeGennaro | |
| EDC G 611 | Internet for Educators | | | | 3 | 12295 | LEC | 1/30-5/4 | Online | | | P. Livingston | |
| EDC G 612 | Advanced Computers in Education | | | | 3 | 12293 | LEC | 1/30-5/4 | Online | | | K. Kozloski | |
| **Environmental, Earth and Ocean Sciences** | | | | | | | | | | | | | |
| EEOS 611 | Applied Statistics | | | | 3 | 11188 | LEC | 1/30-5/4 | Online | | | E. Gallagher | |
| **Gerontology** | | | | | | | | | | | | | |
| GERONGR 611 | Health and Physical Changes in Aging | | | | 3 | 10951 | LEC | 1/30-5/4 | Online | | | E. Birchander | |
| GERONGR 611 | Health and Physical Changes in Aging | | | | 3 | 10952 | LEC | 1/30-5/4 | Online | | | H. Connors | |
| GERONGR 621 | Social Aspects Aging | | | | 3 | 10953 | LEC | 1/30-5/4 | Online | | | R. Dwyer | |
| GERONGR 623 | Issues in Aging Policy | | | | 3 | 10954 | LEC | 1/30-5/4 | Online | | | P. Nadash | |
| GERONGR 623 | Issues in Aging Policy | | | | 3 | 10955 | LEC | 1/30-5/4 | Online | | | K. Kaffenberger | |
| GERONGR 630 | Residential Long Term Care Management | | | | 3 | 10956 | LEC | 1/30-5/4 | Online | | | K. Kaffenberger | |
| GERONGR 645 | Marketing of Aging Services | | | | 3 | 10957 | LEC | 1/30-5/4 | Online | | | R. Dwyer | |
| GERONGR 645 | Marketing of Aging Services | | | | 3 | 10958 | LEC | 1/30-5/4 | Online | | | R. Dwyer | |
| GERONGR 650 | Service Delivery Issues in Aging | | | | 3 | 10959 | LEC | 1/30-5/4 | Online | | | J. Hyde | |
| GERONGR 660 | Organization and Financing of Aging Services | | | | 3 | 10960 | LEC | 1/30-5/4 | Online | | | L. Richardson | |
| GERONGR 670 | Human Resources & Personnel Management in Aging Services | | | | 3 | 10962 | LEC | 1/30-5/4 | Online | | | D. O'Leary | |
| GERONGR 670 | Human Resources & Personnel Management in Aging Services | | | | 3 | 10963 | LEC | 1/30-5/4 | Online | | | D. O'Leary | |
| GERONGR 675 | Organizational Change and Aging Services | | | | 3 | 10964 | LEC | 1/30-5/4 | Online | | | L. Richardson | |
| GERONGR 692 | Capstone Project Seminar in Managment of Aging Services | | | | 3 | 10965 | LEC | 1/30-5/4 | Online | | | E. Lake | |
| GERONGR 692 | Capstone Project Seminar in Managment of Aging Services | | | | 3 | 10966 | LEC | 1/30-5/4 | Online | | | J. Hyde | |
| **Instructional Design** | | | | | | | | | | | | | |
| INSDSG 601 | Introduction to Instructional Design | | | | 3 | 11118 | LEC | 1/30-5/4 | Online | | | L. Poklop | |
| INSDSG 601 | Introduction to Instructional Design | | | | 3 | 11119 | LEC | 1/26-5/17 | Th | 7:20-9:30pm | H-LL-019 | J. Buckley | |
| INSDSG 602 | The Adult as Learner | | | | 3 | 11120 | LEC | 1/26-5/17 | Th | 5:00-7:20pm | H-LL-019 | C. Manning | |
| INSDSG 604 | Communication Theory for Organizations | PR | | | 3 | 11121 | LEC | 1/24-5/15 | Tu | 7:20-9:30pm | H-LL-019 | W. Braun | |
| INSDSG 614 | Writing for the Business Professional | PR | | | 3 | 11122 | LEC | 1/30-5/4 | Online | | | L. Andrews | |
| INSDSG 616 | Production of Computer-Based Training | PR | | | 3 | 11123 | LEC | 1/30-5/4 | Online | | | F. Keefe | |
| INSDSG 618 | Assessment in the Instructional Design Process | PR | | | 3 | 11124 | LEC | 1/24-5/15 | Tu | 5:00-7:30pm | H-LL-019 | L. Andrews | |
| INSDSG 619 | Design and Instruction of Online Courses | PR | | | 3 | 11125 | LEC | 1/30-5/4 | Online | | | L. Beith | |
| INSDSG 622 | Curriculum Development for Organizations | PR | | | 3 | 11126 | LEC | 1/24-5/15 | Tu | 5:00-7:20pm | H-LL-3501 | I. Yukhananov | |
| INSDSG 640 | Planning and Design of Educational Multimedia Programs | PR | | | 3 | 11127 | LEC | 1/30-5/4 | Online | | | C. Manning | |
| INSDSG 650 | Assessment of Educational Technologies | PR | | | 3 | 11128 | LEC | 1/30-5/4 | Online | | | R. Frattura | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| INSDSG 655 | Project in Multimedia | PR | | | 3 | 11129 | LEC | 1/30-5/4 | Online | | | R. Beauchemin | |
| INSDSG 690 | Capstone Seminar | PR | | | 3 | 11130 | LEC | 1/30-5/4 | Online | | | L. Poklop | |
| INSDSG 690 | Capstone Seminar | PR | | | 3 | 11131 | LEC | 1/23-5/18 | by arrgt | by arrgt | by arrgt | W. Braun | |
| INSDSG 696 | Independent Study | PR | | | 3 | 11132 | LEC | 1/23-5/18 | by arrgt | by arrgt | by arrgt | J. Erdman | |
| INSDSG 697 | Research Methods for Instructional Designers | PR | | | 3 | 12122 | LEC | 1/26-5/17 | Th | 5:00-7:20pm | HLL-3501 | A. Koutropoulos | |
| INSDSG 698 | Internship | PR | | | 3 | 11133 | LEC | 1/30-5/4 | Online | | | J. Erdman | |
| **Nursing** | | | | | | | | | | | | | |
| NURSNG 613 | Human Diversity in Healthcare | PR | | | 3 | 11009 | LEC | 1/30-5/4 | Online | | | S. Cloutterbuck | |
| NURSNG 614 | Advanced Pathophysiology | PR | | | 3 | 11010 | LEC | 1/30-5/4 | Online | | | H. Lee | |
| NURSNG 614 | Advanced Pathophysiology | PR | | | 3 | 11013 | LEC | 1/30-5/4 | Online | | | C. Saniuk | |
| NURSNG 615 | Advanced Health Assessment | PR | | | 3 | 11014 | LEC | 1/30-5/4 | Online | | | K. Ouzts | 75 |
| NURSNG 615 | Advanced Health Assessment | PR | | | 3 | 11016 | LEC | 1/30-5/4 | Online | | | J. Miller | 75 |
| NURSNG 616 | Evidence Based Practice I | PR | | | 3 | 11017 | LEC | 1/30-5/4 | Online | | | E. Stuart-Shor | |
| NURSNG 618 | Health Policy, Finance, Ethics | PR | | | 3 | 11018 | LEC | 1/30-5/4 | Online | | | B. Rowlands | |
| NURSNG 631 | The Role of the Advanced Practice Nurse | PR | | | 3 | 11041 | LEC | 1/30-5/4 | Online | | | K. Golden McAndrew | |
| NURSNG 634 | Advanced Pharmacology | PR | | | 3 | 11856 | LEC | 1/30-5/4 | Online | | | K. Fabiszweski | |
| NURSNG 634 | Advanced Pharmacology | PR | | | 3 | 11043 | LEC | 1/30-5/4 | Online | | | T. Buttaro | |
| NURSNG 637 | Mental and Psychosocial Health of the Urban Family | PR | | | 3 | 11044 | LEC | 1/30-5/4 | Online | | | M. Plasse | 25 |
| NURSNG 639 | Primary Care of Adults | PR | | | 3 | 11047 | LEC | 1/30-5/4 | Online | | | R. Cowper | |
| NURSNG 665 | Clinical Practicum II: Focus on the CNS Role | PR | | | 3 | 11048 | LEC | 1/30-5/4 | Online | | | A. Smith | |
| NURSNG 671 | Primary Care of Older Adults | PR | | | 3 | 11054 | LEC | 1/30-5/4 | Online | | | K. Dick | |
| NURSNG 672 | Primary Care of the Adult/Older Adult Practicum III | PR | | | 6 | 11056 | LEC | 1/30-5/4 | Online | | | B. Rowlands | 75 |
| NURSNG 680 | Primary Care of the Family Practicum II | PR | | | 6 | 11B55 | LEC | 1/30-5/4 | Online | | | Staff | 75 |
| NURSNG 680 | Primary Care of the Family Practicum II | PR | | | 6 | 11057 | LEC | 1/30-5/4 | Online | | | K. Ouzts | 75 |
| NURSNG 680 | Primary Care of the Family Practicum II | PR | | | 6 | 11058 | LEC | 1/30-5/4 | Online | | | T. Buttaro | 75 |
| NURSNG 681 | Primary Care of the Childbearing Family | PR | | | 3 | 11059 | LEC | 1/30-5/4 | Online | | | D. White | |
| NURSNG 681 | Primary Care of the Childbearing Family | PR | | | 3 | 11060 | LEC | 1/30-5/4 | Online | | | R. Cowper | |
| NURSNG 682 | Primary Care of the Family Practicum III and Capstone | PR | | | 6 | 11062 | LEC | 1/30-5/4 | Online | | | M. McAllister | 75 |
| NURSNG 682 | Primary Care of the Family Practicum III and Capstone | PR | | | 6 | 11063 | LEC | 1/30-5/4 | Online | | | D. White | 75 |
| NURSNG 682 | Primary Care of the Family Practicum III and Capstone | PR | | | 6 | 11064 | LEC | 1/30-5/4 | Online | | | Staff | 75 |
| NURSNG 715 | Health Informatics | PR | | | 3 | 11065 | LEC | 1/30-5/4 | Online | | | S. LaCoursiere | |
| NURSNG 762 | DNP Internship II | PR | | | 1 | 11066 | LEC | 1/30-5/4 | Online | | | M. Aruda | 55 |
| NURSNG 764 | Capstone Seminar and Internship IV | PR | | | 3 | 11067 | LEC | 1/30-5/4 | Online | | | M. McAllister | 55 |
| NURSNG 765 | Leadership and Management in Health Care | PR | | | 3 | 1106B | LEC | 1/30-5/4 | Online | | | S. LaCoursiere | |
| NURSNG 770 | Biostatistics II: Advanced Statistical Methods in Healthcare Research | PR | | | 3 | 11069 | LEC | 1/30-5/4 | Online | | | L. Shi | |
| NURSNG 780 | Epidemiologic Methods | PR | | | 3 | 11070 | LEC | 1/30-5/4 | Online | | | S. Leveille | |
| **Public Affairs** | | | | | | | | | | | | | |
| *A special course fee applies to Women in Politics and Public Policy courses. Please visit our website for fee information.* | | | | | | | | | | | | | |
| PAFG 623 | WPPP: Women in American Politics and Policy Making | PR | | | 3 | 6430 | LEC | 1/26-5/17 | Th | 6:00-8:30pm | TBA | C. Hardy-Fanta | |
| PAFG 624 | WPPP: Spring Internship | PR | | | 3 | 6431 | LEC | 1/23-5/18 | by arrgt | by arrgt | by arrgt | K. Courtney | |
| PAFG 627 | WPPP: Case Study Seminar | PR | | | 3 | 6432 | LEC | 1/24-5/15 | Tu | 6:00-8:30pm | TBA | A. Withorn | |
| PAFG 632 | Contemporary Issues in World Politics | PR | | | 3 | 1094B | LEC | 1/30-5/4 | Online | | | P. Vannicelli | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reconstruction Studies** | | | | | | | | | | | | | |
| CRSCAD 501 | Social Vulnerability to Disasters | | | | 3 | 10927 | LEC | 1/30-5/4 | Online | | | A. Klein | |
| CRSCAD 502 | Climate Change, Food & Water Resources | | | | 3 | 10928 | LEC | 1/30-5/4 | Online | | | J. Clifford | |
| CRSCAD 503 | Topics in Rebuilding Sustainable Communities After Disasters | | | | 3 | 10929 | LEC | 1/30-5/4 | Online | | | A. Awotona | |
| CRSCAD 521 | Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction | | | | 3 | 10930 | LEC | 1/30-5/4 | Online | | | L. Hartling | |
| **Spanish** | | | | | | | | | | | | | |
| SPAN 516 | Cities of Light and Shadows: Urban Experiences in Latin America | | | | 3 | 12029 | LEC | 1/30-5/4 | Online | | | M. Martinez | |
| SPAN 520 | Linguistics Perspectives on Variations in Spanish Language | | | | 3 | 11859 | LEC | 1/30-5/4 | Online | | | E. Torrego | |
| **Technical Education** | | | | | | | | | | | | | |
| *A special course fee of $750 applies to PRFDVL 5V14.* | | | | | | | | | | | | | |
| PRFDVL 5V14 | Multimedia Educators | | | | 3 | 11141 | LEC | 2/1-4/25 | W | 4:00-6:30pm | Middleton | T. Rodolico | |
| **NON-CREDIT AND PROFESSIONAL DEVELOPMENT COURSES** | | | | | | | | | | | | | |
| **Addictions Counselor Education Program** | | | | | | | | | | | | | |
| ACDTSP 001 | Use and Abuse of Alcohol and Other Drugs in Society | For more information about ACEP courses, please see pages 49-51. | | | | | | | | | | | |
| ACDTSP 002 | Delivery of Alcoholism & Chemical Dependency Treatment Services | | | | | | | | | | | | |
| ACDTSP 003 | Counseling the Alcoholic and Other Chemically Dependent Persons | | | | | | | | | | | | |
| ACDTSP 005 | Psychopharmacology | | | | | | | | | | | | |
| ACDTSP 006 | Family Alcoholism and Chemical Dependency Treatment | | | | | | | | | | | | |
| ACDTSP 007 | Practicum In Alcoholism/Chemical Dependency Rehabilitation | | | | | | | | | | | | |
| ACDTSP 012 | Mass Licensed Alcohol and Drug Counselor (LADC) State Test/Review | | | | | | | | | | | | |
| ACDTSP 018 | Criminal Justice and Substance Abuse | | | | | | | | | | | | |
| ACDTSP 043 | Practice of Addictions Counseling | | | | | | | | | | | | |
| ACDTSP 044 | Co-occurring Disorders: Treating Substance Abuse and Mental Illness | | | | | | | | | | | | |
| ACDTSP 045 | Pre-Sentence Investigation Specialist | | | | | | | | | | | | |
| **Critical Thinking** | | | | | | | | | | | | | |
| PRFTRN 080 | Critical Thinking in Business | For more information about the Critical Thinking course, please see page 51 | | | | | | | | | | | |
| **English as a Second Language** | | | | | | | | | | | | | |
| ESL-NC 002 | University Preparation | For more information about the English as a Second Language program, please see page 55 | | | | | | | | | | | |
| **Global Post-Disaster Reconstruction and Management Certificate** | | | | | | | | | | | | | |
| PRFTRN 102 | Reconstruction after the Cameras Have Gone: Principles and Best Practices | For more information about the Global Post-Disaster Reconstruction certificate, please see page 51-52 | | | | | | | | | | | |
| PRFTRN 103 | Climate Change, Global Food and Water Resources | | | | | | | | | | | | |
| PRFTRN 104 | Human Dignity, Human Rights and Sustainable Post-Disaster Reconstruction | | | | | | | | | | | | |
| PRFTRN 106 | Social Vulnerability Approach to Disasters | | | | | | | | | | | | |
| PROJMGT 002 | Practical Project Management | | | | | | | | | | | | |
| **Grant Writing** | | | | | | | | | | | | | |
| PRFTRN 081 | Successful Grant Writing from A-Z | For more information about the Grant Writing course, please see pages 52. | | | | | | | | | | | |

| Catalog # | Course Title | Pre-req | Dist | Div | Cr | Class # | Type | Start/End Dates | Days | Times | Location | Instructor | Lab Fee |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Graduate Test Preparation** | | | | | | | | | | | | | |
| TESTPREP 001 | Review for the Graduate Record Examination (GRE) | For more information about Test Preparation courses, please see page 55-56. | | | | | | | | | | | |
| TESTPREP 002 | Review for the Graduate Management Admission Test (GMAT) | | | | | | | | | | | | |
| TESTPREP 003 | Review for the Law School Admission Test (LSAT) | | | | | | | | | | | | |
| TESTPREP 004 | Math Refresher Course | | | | | | | | | | | | |
| TESTPREP 005 | Intensive Math Review for MTEL and Beyond: MTEL 03: General Curriculum | | | | | | | | | | | | |
| TESTPREP 007 | Intensive Math Review for MTEL and Beyond: MTEL 47 & MTEL 08: Middle School and High School Math | | | | | | | | | | | | |
| TESTPREP 009 | Intensive Review for MTEL Reading Subtest-Communications and Literacy | | | | | | | | | | | | |
| **Human Resource Management** | | | | | | | | | | | | | |
| HRM 001 | Human Resource Management | For more information about Human Resource Management courses, please see page 53. | | | | | | | | | | | |
| **Information Design and Development Certificate** | | | | | | | | | | | | | |
| INFOTECH 020 | Designing and Developing Content I | For more information about Information Design Certificate courses, please see page 53. | | | | | | | | | | | |
| INFOTECH 021 | User Assistance | | | | | | | | | | | | |
| **Performance Management** | | | | | | | | | | | | | |
| PRFTRN 093 | Performance Management for Government and Non-Profits | For more information about this Performance Management course, please see page 53. | | | | | | | | | | | |
| **Project Management** | | | | | | | | | | | | | |
| PROJMGT 002 | Practical Project Management | For more information about this Project Management course, please see page 54. | | | | | | | | | | | |
| **Urban Landscape and Garden Development Certificate** | | | | | | | | | | | | | |
| PRFTRN 001 | Introduction into Urban Landscaping | For more information about Urban Landscape and Garden Development Certificate courses, please see page 54. | | | | | | | | | | | |
| PRFTRN 002 | How to Read Urban Open Space | | | | | | | | | | | | |
| PRFTRN 003 | Plant Materials for the Urban Landscape | | | | | | | | | | | | |
| PRFTRN 005 | Urban Landscape Design | | | | | | | | | | | | |
| **Web Design** | | | | | | | | | | | | | |
| PRFTRN 086 | Principles of Web Design | For more information about Principles of Web Design, please see page 54. | | | | | | | | | | | |

# Undergraduate Courses

**If you have questions** about your eligibility to enroll in University College courses, or about College of Liberal Arts (CLA) and College of Science & Mathematics (CSM) distribution and diversity requirements, turn to page 62, Academic Information, or for further assistance call 617.287.7900.

**Updated Distribution/Diversity Requirement Codes**

Use the following chart to match codes in the course descriptions to full distribution name:

**Distribution Area:**

| | |
|---|---|
| AR | Arts |
| HU | Humanities |
| MT | Mathematics |
| NS | Natural Sciences |
| SB | Social and Behavioral Sciences |
| WC | World Cultures |
| WL | World Languages |

**Diversity Area:**

| | |
|---|---|
| U | United States |
| I | International |

= Course available online  = Award-winning

= International Program  = Green Themed

## Accounting and Finance

**Personal Finance** **AF 201**

Introduces students to planning and managing personal and family finances. Topics include insurance and estate planning, relationships with banks, issues in home ownership and real estate, the fundamentals of investing in stocks and bonds, tax planning, leasing as compared with buying automobiles, and financing college education. This course cannot be counted toward the finance or accounting concentration in the College of Management.

3 Credits

**Financial Accounting** **AF 210**

Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.

3 credits

Prerequisite: a minimum of 30 credits. MGT students only.

## Africana Studies

**Introduction to Black Studies** **AFRSTY 101**

This course presents an overview of the major theories in the field of Africana studies. It seeks to explore the Africana experience in a way that is orderly, systematic, and structurally integrated; and to convey an understanding of the cultural, historical, and political roots of this experience. The course focuses chronologically on major historical episodes through a study of ancient African civilizations, slavery, colonialism, and African liberation movements.

3 credits  Dist WC  Div I

**The History of African-American Education** **AFRSTY 102**

A comparative study of the history of African-American education from earliest times to 1954.

3 credits

**Free and Slave in the New World, 1492-1888** **AFRSTY 220**

A survey of African-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. The geographical focus is on Canada, the United States, Mexico, Guyana, Brazil, Cuba, and the English-speaking Caribbean—primarily Trinidad, Jamaica, and Barbados. The course introduces students to the historical debate over the varieties of slave systems.

3 credits

**The Black Image on Stage, Screen and Television** **AFRSTY 270**

The evolution and development of African-American characters and caricatures as they have been represented in theatrical, screen, and television presentations.

3 credits

**Modern Caribbean Society** **AFRSTY 310**

This course undertakes a phenomenological and interpretive analysis of the organization and social structure of modern Caribbean societies. After a brief examination of the colonization and slavery period, it concentrates on the contemporary era with a special focus on key factors that have shaped the cultural parameters and the internal dynamics of the social systems of these Creolophone, Francophone, Anglophone, Hispanophone and Dutch-speaking Caribbean societies. Special attention is therefore given to the salient racial, ethnic, social, political, economic and cultural issues that have significantly influenced and contributed to present day Caribbean societies.

3 credits Div I

## American Studies

**Popular Culture in America** **AMST 101**

This course introduces students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of such particular forms of popular culture as humor and music are included. In class viewing and listening accompany case studies.

3 credits Dist HU

**American Dreams/American Realities: Men and Women in Society and Culture, 1600-1860** **AMST 210**

Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, are used to compare the dreams and realities of men's and women's lives in Amdrica from the first contact between European explorers and Native Americans up through the Age of Reform (1830-60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place") slavery; working class organization; and women's rights.

3 credits Dist HU Div U

Prerequisite: ENGL 102.

**Childhood in America** **AMST 301L**

An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, 19th century industrialization and urbanization, and 20th century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions-such as schools, youth organizations, and medical institutions-as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.

3 credits Div U

Prerequisite: a minimum of 30 credits or permission of instructor.

## Anthropology

**Introduction to Biological Anthropology** **ANTH 105**

The study of human biological evolution and human population variation. This course introduces the history, theory, and methods of research in biological anthropology through lectures and hands-on exercises. Major topics include: geological time, classification, and the place of humans in the animal world; evidence for primate and human evolution; evolutionary theory and genetics; and discussion of the evolutionary forces involved in producing human population variation. This course addresses, in assignments and during class time, the following general education capabilities: critical thinking; using technology to further learning; quantitative reasoning; collaborative work; and effective communication. Students who have taken ANTH 102 may not receive credit for ANTH 105.

3 credits Dist NS

**Introduction to Cultural Anthropology** **ANTH 106**

An introduction to the anthropological study of cultures, based on ethnographic descriptions and analyses of tribal, developing, and modern state societies. The course explores a variety of concepts and approaches to the study of culture, and participants acquire experience in critical reading, critical thinking, and analytic writing. Students who have taken ANTH 103 may not receive credit for ANTH 106.

3 credits Dist SB

**Introduction to Archaeology** **ANTH 107**

The study of the past through scientific analysis of the traces left behind by humans. This course introduces the history, theory, and methods of archaeological research through lectures and hands-on projects. Archaeological data are then used to examine such major transformations of human cultural evolution as the domestication of plants and animals and the origins of complex civilizations. Students prepare a paper suitable for the Writing Proficiency Requirement Portfolio. Students who have taken ANTH 102 may not receive credit for ANTH 107.

3 credits Dist SB

**Dreams & Dreaming** **ANTH 262**

A cross-cultural exploration of dreams and dreaming across cultures, with general attention to the western Pacific, and the Mekeo people of Papua New Guinea in particular: review of the anthropology of dreams in the context of theoretical works by Freud and Jung, and recent neurobiological studies; and, the relationship of dreams to notions of the self, person, and individual.

3 credits

**Peoples and Cultures of the Middle East** **ANTH 271**

An examination of historical and socio-political forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neo-colonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.

3 credits Div I

**Peoples and Cultures of Africa** **ANTH 272**

An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.

3 credits Dist WC Div I

**Peoples and Cultures of the Caribbean** **ANTH 274**

An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration, with attention to the importance of transnational communities and migrations that link the islands with the North American mainland.

3 credits Dist WC Div I

**Childhood in America** **ANTH 301L**

An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, 19th century industrialization and urbanization, and 20th century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions-such as schools, youth organizations, and medical institutions-as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.

3 credits Div U

Prerequisite: a minimum of 30 credits or permission of instructor.

**Culture, Globalization and the Environment** **ANTH 346**

This course will focus on the interrelation between globalization and the environment in a cross cultural perspective. It will examine the rise of globalization from its colonial antecedents to the modern global era and its multiple effects on local populations and their environment. Topics include environmental institutions, global discourses of environmentalism, environmental movements., media, climate change, and finally, understanding the complex and dynamic nature of engagements between the local and the global.

3 credits Div U

**Social and Cultural Perspectives on Witchcraft and Sorcery** **ANTH 367**

Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. The course does not teach techniques of witchcraft or sorcery.

3 credits Dist WC

Prerequisite: Sophomore standing or higher or permission of instructor.

## Arabic

**Elementary Arabic II** **ARABIC 102**

Arabic 102 picks up where Arabic 101 left off. Our central tasks will be building vocabulary and mastering basic grammatical structures. Well also stress training in reading and writing Arabic sentences and in enhancing spoken skills necessary for a variety of daily activities. As the course progresses, more emphasis will fall on assimilating the language for more complex communicative purposes related to describing self, family members, career plans, and abstract matters like personal feelings and decisions.

4 credits Dist WL

## Art

**Renaissance to Modern Art** **ART 102**

An historical survey of Western art and architecture from the fifteenth century to the twentieth century. The course deals with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism.

3 credits Dist AR

**Survey of American Art** **ART 222**

This course introduces students to the history of painting, sculpture, and architecture in America from the 17th century to the present day. Art works will be presented within the context of American culture and includes such topics as the reliance of early American art on the norms of Europe, the quest for a distinct American cultural identity, and visual arts as expressions distinct ethnic, cultural, and gender groups.

3 credits Dist AR

**Drawing I** **ART 281**

A comprehensive introduction to basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing. Fundamentals of visual language are also addressed.

3 credits Dist AR

## Asian Studies

**Women in Modern China** **ASIAN 359L**

This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.

3 credits Dist WC Div I

**Modern Japan** **ASIAN 363L**

A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.

3 credits Div I

**Environmental Issues in China** **ASIAN 371**

This course will analyze China's environmental and resource challenges including food security, wildlife, conservation, water, air, and land pollution, water distribution, deforestation, desertification and population control. We will study the issues from economic, scientific, and social perspectives and look at solutions as well as causes. We will also study China's environmental initiatives and accomplishments. Topics covered include pollution remediation, environmental protection,and investments in clean energy technology.

3 Credits

## Biology

**The Basis of Life** **BIOL 101**

The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.

3 credits Dist NS

**Introduction to Nutrition** **BIOL 108**

Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.

3 credits Dist NS

**General Biology II** **BIOL 112**

Designed for students in the social sciences and humanities. Those areas of genetics, ecology, and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.

4 credits Dist NS

## Classics

**Demystifying Language: English Vocabulary** **CLSICS 161**

Seventy-five per cent of English vocabulary derives from either Latin or Greek. This course provides students with a system and analytical tools to demystify the process of building their English vocabulary. Students are given an introduction to English word formation (morphology) and principles of semantic change, as well as to history of the English language, while mastering a large body of word elements based in Latin and Greek. The course builds general linguistic awareness while increasing students English vocabulary and ability to understand unknown words at sight. Attention is given to academic, scientific and medical terminology.

3 credits Dist SB

## Communication Studies

**Introduction to Communication** **COMSTU 100**

This course is designed to provide an introductory survey of the study of communication. The course begins with a general history of the evolution of human communication, and goes on to examine such areas as definitions, models, and basic concepts in communication; the range of verbal and non-verbal codes, and their complex interrelations in the message systems of modern electronic media; and various communication contexts, with emphasis on the structure and function of interpersonal communication and mass communication, particularly broadcast and cable television.

3 credits Dist SB

**Oral Communication** **COMSTU 105**

This course focuses on improvement of interpersonal, small group, and public communication skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.

3 credits

**Using Internet Communication** **COMSTU 210**

Using Internet communications enhances students' theoretical understanding of electronic communication and their ability to communicate as professionals, scholars, and citizens using the Internet. Participants learn core communication theoretical models and principles, and apply them to electronic communication methodologies that enhance interpersonal, small group, and public interactions. These methodologies include electronic meetings, discussion forums, co-authoring tools, audio, and video.

3 credits

**Analyzing Media** **COMSTU 250**

Participants intensively examine mass media products, including print media, radio, television, and the visual and musical arts. They develop skills in deconstructing media products and evaluating them to arrive at a sophisticated understanding of how the various mass media are produced and how they interact with society and culture. The course makes use of both theoretical texts and the media products themselves.

3 credits Dist SB

Prerequisite: ENGL 102.

**Information Technology and Human Communication** **COMSTU 300**

This course examines the relationship between information technology and human communication. Readings, discussion, assignments and projects address IT's potential to enhance and constrain communication; its role in the promotion or dissolution of community; its implications for social policy; its place among other media; and many more issues for which IT, particularly cyber-technology, is a lightning rod.

3 credits Dist SB

## Criminal Justice

**Introduction to Systems of Criminal Justice** **CRMJUS 104L**

The goals of the course are to give students a theoretical and empirical foundation of the criminal justice system. Topics will also include the nature of victimization, the inner workings of the criminal justice system and the outcomes for offenders leaving the system. The student will be exposed to the critical issues in justice, be involved in discussions of their impact on American society, and be asked to consider alternative approaches to addressing these issues. In addition, during the discussion of each segment of the American system of justice, comparisons will be made with other developed and developing nations' justice systems.

3 credits

**Criminology** **CRMJUS 262L**

A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.

3 credits Dist SB

Prerequisite: SOCIOL 101.

**Racial and Ethnic Relations** **CRMJUS 321L**

An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.

3 credits Dist SB Div U

Prerequisite: SOCIOL 101. SOCIOL or PSYSOC or CRMJUS or ALCSUB students only.

**Methods of Sociological Research** **CRMJUST 351L**

Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.

3 credits

Prerequisite: SOCIOL 101. SOCIOL or PSYSOC or CRMJUS or ALCSUB students only.

**Corrections** **CRMJUS 363L**

Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

**The Police in Society** **CRMJUS 465L**

An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

### The Sociology of Law CRMJUS 467L

A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

## Critical Reading and Writing

### Elements of Writing Proficiency CRW 282

A course for upper-level students who need further work on those critical reading, writing, and thinking abilities necessary to complete the writing proficiency requirement. Intensive instruction and practice in analyzing and synthesizing readings and in developing and documenting essays based on multiple readings. Students must complete 1-2 papers appropriate for submission in a writing proficiency portfolio. A conference with the director of the writing proficiency requirement is recommended before registering. Course enrollment is limited to 22 students.

3 credits

### Proficiency in Analytic Writing CRW 283

This course is for students who have had repeated difficulty completing the writing proficiency requirement. The course explores a broad theme or topic, reading texts drawn from different disciplines. The course functions as an intensive writing workshop, providing instruction and practice in critical reading, writing, and thinking. Students must develop three critical papers, based on multiple readings, that form the basis of a writing proficiency portfolio. A conference with the director of the writing proficiency requirement is mandatory before registering. Course enrollment is limited to 15 students.

3 credits

Prerequisite: Permission of department.

## Economics

### Introduction to Microeconomics ECON 101

A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to the functioning of markets and to the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics.

3 credits Dist SB

Prerequisite: MATH 114Q or 115 or equivalent MATH level.

### Introduction to Macroeconomics ECON 102

A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to examining the overall functioning of the economy and to such matters as unemployment, inflation and recession. Other areas of emphasis vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics.

3 credits Dist SB

Prerequisite: MATH 114Q or 115 or equivalent MATH level.

## English

Note: ENGL 101 and 102 are prerequisites for all English courses above the 100 level. For non-majors, one 200-level English course is prerequisite for all 300- and 400-level English courses. These requirements may be modified or waived for certain courses; see the following course descriptions for such changes. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

Students whose first language is not English and who have not previously completed a UMass Boston English or ESL credit course must take a writing placement test before registering for any English or ESL course. For further information, see page 59 ("Diagnostic Testing").

### Freshman English I ENGL 101

English 101 is an introductory course in critical reading and writing that prepares students for working with the complex texts and ideas they will find in their college studies. English 101 teaches students to discover and shape their own perspectives in dialogue with challenging readings. Through carefully sequenced assignments, students are guided through various processes for constructing academic essays that may include journal writing, glossing texts, discussing student papers in class, peer reviewing, and especially revising. Readings and materials vary from section to section.

3 credits

Note: English 101 satisfies the first half of the College's freshman writing requirements.

Prerequisite: Degree students only.

### Freshman English II ENGL 102

If English is not your first language, you may be placed into 102E, a course devoted to ESL students. This course, designed for non-native speakers of English, parallels 102 and meets the same graduation requirement. The following description therefore applies as well to 102E. Freshman English 102 is a more advanced course in critical reading and writing than 101; it is intended to help students prepare for their upper-level courses and the Writing Proficiency Requirement. Through sequenced assignments, students learn to sustain inquiries on particular themes or issues and to treat subjects from different perspectives, including their own. Through frequent reading and writing assignments, students learn to analyze the structures of essays and arguments so they are able to develop informed responses to them. As in 101, drafting and redrafting are emphasized. One of the course papers will be a researched essay that builds on course themes and issues.

3 credits

Note: English 102 and 102E both satisfy the second half of the College's freshman writing requirement.

For more detail, see: www.freshman.umb.edu.

Prerequisite: ENGL 101; Degree students only.

### Five British Authors ENGL 201

Representative works by five of the most important writers from the fourteenth to the nineteenth century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing is provided.

3 credits Dist HU

Prerequisite: ENGL 101 or 102.

### Six American Authors ENGL 202

The achievements of American literature in articulating the American mind is illustrated by works from some well-known American writers-Thoreau, Dickinson, Faulkner, for example-as well as from those who deserve to be better known, such as William Wells Brown, Kate Chopin, Zora Neale Hurston.

3 credits Dist HU Div U

Prerequisite: ENGL 101.

### Introduction to Creative Writing ENGL 210

An introduction to the arts through the medium of writing as well as reading poetry and fiction. Student writing is submitted weekly and discussed in class.

3 credits Dist AR

Prerequisite: ENGL 102.

### Writing for the Print and Online Media (A) ENGL 307

This is an advanced course where strong writers can gain proficiency in major types of writing for the public, focusing on journalistic stories. Assignments connect to real campus, job, and community events and situations, with the expectation that some writing will be publishable. In conjunction with English 308, this course provides a strong preparation for editors and writers in all settings.

3 credits

Prerequisite: ENGL 200 or 201 or 206.

## Environmental, Earth and Ocean Science

### The Global Environment EEOS 101

An analysis of the physical geographic environment including the globe, the atmosphere and ocean, climate, soils, vegetation, and landform. Positive and negative interaction of human beings with these aspects of the environment is examined where appropriate.

3 credits Dist NS

### World Regional Geography EEOS 102

An overview of world regions in terms of physical environment, human populations and the relationship between them. Topics with a focus on diversity are discussed from an international viewpoint and center on particular countries.

3 credits Div I

### Weather and Climate EEOS 225

This course investigates atmospheric processes forming the basis for weather patterns and climatic development on a global scale. Major topics include earth-sun relationships, heating and cooling of the atmosphere, atmospheric circulation, pressure patterns, air mass formation and frontal systems, episodic storms, vertical zonation of climate, and the Koppen System for evaluating and classifying climatic phenomena.

3 credits Dist NS

Prerequisite: 30 credits.

## Environmental Studies

### The Nature of Environmental Problems ENVSTY 101

An introduction to environmental issues and analysis emphasizing comparisons between the sustainable characteristics of ecosystems, both natural and human, and the human impacts on the Earth's life support systems. Topics include human population growth, food production, use of natural resources, pollution, loss of bio-diversity, and conservation strategies.

3 credits Dist NS

## Exercise and Health Science

**Statistics for Health Professionals** **EHS 280**

This course focuses on basic concepts of statistics such as measures of central tendency and variability; concepts of test validity, reliability, and objectivity; and on basic techniques used in inferential statistics. Emphasis will be placed on interpreting scientific peer-reviewed research in the field of exercise and health sciences.

3 credits

Prerequisite: MATH 114Q or appropriate score on the Math Placement assessment. By permission of department. EHS or College of Nursing students only .

## French

**Elementary French II** **FRENCH 102**

A continuation of FRENCH 101. Concentrated practice in the four language skills, with an audio-lingual approach, for students who have completed FRENCH 101 or its equivalent. Continued attention to French and francophone culture. Weekly laboratory attendance and assignments required.

4 credits Dist WL

## Gerontology

**CERTIFICATE PROGRAM**

**Frank J. Manning Certificate in Gerontology**

**Certificate in Gerontological Social Policy**

For more information, see page 46.

**Demographics and Economics of Aging** **GERCTR 220**

This course seeks to provide students with the ability to obtain and utilize information about the demographic and economic status of the elderly in the United States and abroad and to examine the impact of these factors on their quality of life. Students will also learn about the aging network and the major health and social welfare programs and services for the aged.

3 credits

Please note: Non-Gerontology majors/certificate students need approval of the Gerontology program before taking this class (617.287.7330).

**Concepts of Aging** **GERCTR 305**

This course builds a framework for understanding the biopsychosocial aspects of human aging and the older adult in the United States today. It explores a number of variables that are important to the study of human aging and fundamental to the planning and delivery of effective health and social services of older persons. Each student examines his/her own aging process regardless of his/her chronological age.

3 credits

**Working with Elders** **GERCTR 315**

This course will facilitate the acquisition of knowledge and skill to engage learners in a helping relationship with older adults. The structured experience of friendly visitation to a frail older adult provides an opportunity to perform in the role of an effective helper in purposeful relationship with a frail elder.

3 credits

**Influencing Aging Policy** **GERCTR 350**

This course explores policy and practice issues related to providing this important community-based care to a widening range of elders. Students will learn to identify strategies for changing or preventing the change of a major public policy; to compare and evaluate those strategies based on different theories or models of change; and to propose a specific implementation plan for some portion of that strategy, including a plan for evaluation its effectiveness.

3 credits

**Intervention with Elders in a Community-based or Institutional Setting** **GERCTR 401**

This course is designed as an experiential learning activity. The focus is on service-learning as an instructional activity designed to meet the needs of elders in a variety of institutional settings. Students are expected to reflect on issues germane to elders and on ways to address and/or resolve their social and/or health related service needs, long-term or short-term, through direct services.

3 credits

**Health and Physical Aspects of Aging** **GERCTR 430**

This course focuses on the physical changes in the body associated with normal aging. There is a lessened reserve capacity in all organ systems in the body that increase susceptibility to disease and illness. Emphasis is on health promotion and disease and disability prevention.

3 credits

**Working on a Gerontological Social Issue** **GERCTR 440**

This is the second of a two-semester seminar focusing on Gerontological social issues and policies impacting older adults in Massachusetts and nationally. It offers students a more advanced opportunity to examine, discuss, and apply one of several current major social policy issues within the field of aging, and to actually work on the challenges presented by that policy to those advocating for individuals and their families.

3 credits

## History

### Introduction to African History HIST 152

This course is designed to provide students with a solid foundation of historical knowledge in preparation for more advanced courses in various aspects of African studies. The course emphasizes such themes as Islam in Africa, trade and politics in medieval Africa, slavery and the slave trade, European colonization, and the political economy of independent Africa.

3 credits Dist WC Div I

### Foundations of Western Civilization HIST 211

A survey of European history from the golden age of Greece in the 5th century BCE to 1715, laying particular stress on politics, culture and religion. Major topics examined will include the culture of ancient Greece; the rise of Rome and the ideology of the Roman Empire; the early development of Christianity and its impact on the ancient world; the evolution of new political forms in the Middle Ages; medieval Christianity; the impact of Renaissance efforts to revive Greek and Roman civilization; the Protestant Reformation and Catholic responses to it; and the scientific and intellectual culture of the seventeenth century. In addition to broad coverage the course will devote attention to critical examination of a selection of key historical texts.

3 credits Dist HU

### Modern Western Civilization HIST 212

This course traces the history of Western Civilization from the enlightenment of the 18th century up to the transformations that took place in the 1990s. It is a history of revolutions and wars, ideologies and institutions. It is also a history of people, the lives they led and the decisions they made. In this period Western European nations, and a former colony, the United States, became the dominant powers in the world. During the last three centuries, Western Civilization has influenced the lives of all people whether they lived in the west or in other parts of the world. By studying western civilization we therefore come to understand a great deal about our present day world and the lives we lead.

3 credits Dist HU

### Modern World History HIST 214

This course offers an examination fo the processes of modernization and globalization sicne the late eighteenth century; their connections to imperialism, colonialism, and war; and their relationships to changing perceptions of society, politics, economics, gender, and culture in different regions of the world.

3 credits Dist SB Div I

### Early Islamic History HIST 248

This course explores the history of Islamic civilization from its foundation in the seventh century to the establishment of the Ottoman Empire in the fourteenth century. After examining the consolidation of the Arabian peninsula under the Prophet Muhammad and the early Caliphs, we will turn our attention to the Umayyad and Abbasid states. The course will conclude with a discussion of the Mongol invasion of the Middle East/West Asia in 1258 and its aftermath. Topics to be covered include early Islamic political philosophy, the emergence and development of Islamic law, the posistion of minority groups within various early Islamic states, early Islamic approaches to gender and sexuality, and how this formative period of Islamic history is remembered both inside and outsice of the Middle East/West Asia today.

3 credits Div I

### American History Before 1877 HIST 265

Beginning with the history of North America prior to the voyages of Columbus, History 265 examines the impact of Europeans upon indigenous peoples, and studies the evolution of colonial settlements in British North America. It covers the causes and consequences of the American Revolution, the subsequent development of democratic political and social institutions, the emergence of transportation, market and industrial revolutions and the coming of the sectional conflict and Civil War.

3 credits Dist HU

### American History Since 1877 HIST 266

HIST 266 begins in the aftermath of the Civil War and Reconstruction and examines the nature and impact of urbanization, immigration, and industrialization. The course then examines the growth of American imperialism and the nations rise to world power status. It also focuses on cycles of economic change, including the Great Depression and the enormous expansion of the middle class after World War II. The course will also examine the Cold War in both its worldwide impact, such as wars in Korea and Vietnam, and on the domestic front. Finally, the course examines the transformation of society and culture in the second half of the 20th century.

3 credits Dist HU

### History of the Mediterranean HIST 319

The Mediterranean is a "global player" that has made the peoples of Europe, the Middle East, and North Africa participate in a common path since antiquity. The course analyzes the history of the Mediterranean and the extraordinary interactions between multiple and rich cultural, ethnic and religious backgrounds. From the time of the Greek city-states to the Roman Empire, the Italian Renaissance, the Ottoman Empire and the new scenarios of the 20th century, this course will explore the economy, politics, and religion of three continents developing a unique exchange.

3 credits

Prerequisite: ENGL 102.

**Russia and the Soviet Union: From the 1917 Revolution to Putin** **HIST 324**

The peasant emancipation from serfdom in 1861 left the overwhelming majority of Russians destitute and disenfranchised. How did the subsequent revolutionary movement that promised social and economic equality transform into such a brutally oppressive system under Stalin? How did the Soviet Union become a world superpower and what were the reasons for its downfall? Through the use of primary documents, this course will attempt to answer these questions and emphasize social history: the ideals, aspirations, and actions of ordinary Soviet citizens.

3 credits

**Italy Since 1815** **HIST 334**

The most significant events in modern Italian history including the Resorgimento, the Giolittian Era, the rise and fall of Fascism, the Republic, and the growth of terrorism.

3 credits

**Modern Irish History from 1800 to present** **HIST 339**

This course examines the forces and movements in the development of Irish nationalism from 1800 to the achievement of national independence. The course also explores the history of an independent Ireland.

3 credits

**War in the Twentieth Century** **HIST 358**

A study of military plans, strategy and weapons employed in twentieth century wars, and their consequences on the battlefield, together with their larger impact on the societies involved. Emphasis on the two world wars and the Vietnam War. The course concludes with a review of current military plans and weapons systems of the world powers in the perspective of military history since 1914.

3 credits

**Women in Modern China** **HIST 359L**

This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.

3 credits Dist WC Div I

**Modern Japan** **HIST 363L**

A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.

3 credits Div I

**The History of Modern Terrorism** **HIST 389**

This course studies the phenomenon of terrorism by considering twentieth-century political movements that have used or are using terror to achieve their objectives. The course develops an analytical framework for the study of terrorism and uses this framework in exploring the historical backgrounds, objectives, ideologies, tactics, and membership profiles of selected groups, and in considering the responses of their opponents. Groups to be studied include the IRA, the Irgun, the PLO, the Baader-Meinhof, and the Ku Klux Klan.

3 credits

## Information Technology

**Relational Databases** **IT 230L**

This course provides a thorough review of basic relational database concepts and how to apply these concepts to a variety of application problems. The course focuses on the use and properties of relational database management systems. Topics covered include DBMS architecture levels, data modeling, data definition and manipulation capabilities of Structured Query Language programming, and programming techniques for accessing relational databases.

3 credits

**Introduction to Networks** **IT 246**

We will study basic data communication and networking concepts for LAN and WAN; network protocols with emphasis on Ethernet, PPP, TCP/IP, and WWW protocols, and mobile and wireless networks. Network applications include Telnet, ftp, email, distributed file systems, and client-server applications. We survey network security issues. We will do hands-on network simulation and network sniffing exercises to see how these technologies work in practice.

3 credits

## Latin

**Fundamentals of Latin I** **LATIN 101**

Designed to complete a standard basic textbook with Latin 102.

3 credits Dist WL

**Fundamentals of Latin II** **LATIN 102**

Continuation of Latin 101.

3 credits Dist WL

## Linguistics

**Elementary American Sign Language II** **LING 152**

A continuation of LING 151 with emphasis on receptive and expressive skills. Note: LING 152 may be used as a distribution course only after successful completion of LING 153.

3 credits Dist WL

Prerequisite: LING 151 or permission of instructor.

## Management

**Introduction to Business** **MGT 130**

Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, it explores issues in the relationships between law and business and government and business.

3 credits

## Management Science and Information Systems

### CERTIFICATE PROGRAM

#### Certificate of Information Technology

For more information, see page 46.

#### Introduction to Information Systems — MSIS 105

Introduces computers, information systems, and their use in society for students with minimal prior knowledge in this area. Topics include overviews of current information technology concepts and components, the Internet, and productivity software tools. The course offers an extensive hands-on component in the use of current technology. This course cannot be counted toward the management information systems or management science concentration in the College of Management.

3 credits

#### Introduction to Information Security — MSIS 123

This course will present an overview of the threats to your information technology infrastructure and intellectual property, with an emphasis on the detection and prevention of intrusions or theft. The protection of services such as the World Wide Web, file sharing, and e-mail will be analyzed. The vulnerabilities and hardening of major operating systems such as Linux and Windows will be discussed. The course takes a holistic approach, discussing the technical but focusing on the need for proper training and procedures in the maintenance of an effective yet secure information technology infrastructure. While the material of the course is technical in nature, no systems administration or software development experience is assumed. A good familiarity with the use of the Internet and computers is required, and some knowledge of TCP/IP would be helpful.

3 credits

#### Introduction to Visual Basic.NET — MSIS 124

This is an introductory course for Visual Basic.NET, an object-oriented, event-driven language that is a subset of the Visual Studio.NET environment. It is designed to provide the beginning Visual Basic programmer with the tools to create Visual Basic applications that conform to well-adopted Windows standards. In addition, it will introduce the students to object-oriented programming concepts, which are key to successful Windows and Web-based development efforts. Little or no programming experience is required.

3 credits

#### Advanced Visual Basic.NET — MSIS 224

This is an advanced course for Visual Basic.NET, an object-oriented, event-driven language that is a subset of the Visual Studio.NET environment. It is designed to provide programmers familiar with the basic concepts and functionality of Visual Basic. NET with the tools to create more robust application programs that would be applicable in many organizations today. Students must have taken an introductory Visual Basic.NET course or have practical experience with Visual Basic.Net in order to take this course.

3 credits

#### Relational Databases — MSIS 230L

This course provides a thorough review of basic relational database concepts and how to apply these concepts to a variety of application problems. The course focuses on the use and properties of relational database management systems. Topics covered include DBMS architecture levels, data modeling, data definition and manipulation capabilities of Structured Query Language programming, and programming techniques for accessing relational databases.

3 credits

Prerequisite: MSIS 124.

#### Information Systems Development and Management — MSIS 290

This course is designed to offer a comprehensive understanding of systems development and management in organizations by examining currently used techniques and system development methodologies. A range of life-cycle models are considered, including prototyping, evolutionary development, and object-oriented approaches. The aim is to present a balanced overview of the process of analyzing user requirements, designing and developing computerized information systems to meet these requirements, and managing the information resource function. The course introduces students to the pitfalls of systems development and implementation in organizations, with the aim of developing the student's critical thinking skills.

3 credits

## Mathematics

#### Preparatory Work

Any student who intends to take a mathematics course at or below the level of MATH 140 (Calculus I) must furnish proof to the department that he or she is prepared for that course. The required proof is successful completion of the appropriate math placement test (see Diagnostic Testing, page 59.)

#### College Algebra — MATH 115

Designed primarily but not exclusively for students seeking a stronger foundation in algebra before taking MATH 129 or MATH 130. Topics include basic algebra concepts, linear equations and inequalities and inequalities, properties of functions, linear and quadratic functions, absolute value equations and inequalities, systems of equations.

3 credits

Prerequisite: MATH 125 or an appropriate score on the Math Placement Test.

#### Introductory Statistics — MATH 125

Topics include introductory statistics, covering descriptive statistics; introductory probability sufficient to enable development of inferential statistics; and inferential statistics.

3 credits Dist MT

Prerequisite: MATH 114Q or 115 or 124 or 129 or 130 or 140 or appropriate scores on the Math Placement Test.

**Precalculus** **MATH 130**

Preparation for first year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, and the trigonometric functions and their inverses.

Note: No student receives graduation credits for MATH 130 if it is taken after successful completion of any higher math course. Students who have successfully completed MATH 130 may not subsequently take MATH 129 for credit. Students may take MATH 130 after MATH 129 only with explicit permission of the department, and then only for two credits.

3 credits Dist MT

Prerequisite: appropriate scores on the Math Placement Test or MATH 115 with a grade of B or better in the previous semester. Note: Students with grades lower than B in the pre-requisite course will be dropped from the class.

**Managerial Calculus** **MATH 134**

A one-semester course in calculus, with particular emphasis on applications to economics and management. Topics covered include limits, continuity, derivatives, and integrals. Students may not receive graduation credit for both MATH 134 and MATH 135. Students may take MATH 140 after MATH 134, but only with the explicit permission of the department and then only for two credits.

3 credits Dist MT

Prerequisite: MATH 129 or 130 or appropriate scores on the Math Placement Test.

## Modern Languages

**Special Topics: Europe at the Movies - A History of Postwar Cinema** **MDNLNG 390**

This course will investigate the most significant developments of film history in the major European countries after World War II. National cinemas of France, Italy, Germany, Scandinavia and Eastern Europe will be studied in detail through weekly screenings of classic films by some of Europe's most accomplished filmmakers (Renoir, Godard, De Sica, Fellini, Fassbinder, Herzog, Bergman). Films will be analyzed both in a broad socio-historical framework and in respect to authors' specific style.

3 credits

## Music

**An Introduction to Music** **MUSIC 111**

Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.

3 credits Dist AR

**Applied Music** **MUSIC 185**

Private, individualized study of voice and all instruments covering both performing techniques and musicianship. Open to all students upon payment of an additional fee. Twelve hour or half-hour lessons per semester. May be repeated for credit. Students must contact the Music Department to register for lessons.

1 credit

Prerequisite: Students must contact the Music Department (617.287.5640) to register for lessons.

**Universe of Music** **MUSIC 248**

An introduction to the infinite universe of music from its origins to the present, this course investigates the role of instruments, culture, myth and science in the evolution of music. Illustrations through the medium of the World Wide Web present the concept of music as both communication of ideas and expression of feelings in diverse musical traditions of the world.

3 credits Dist AR Div I

**American Music in Wartime** **MUSIC 258**

The history of the United States goes back only 255 years, yet in that relatively short amount of time the country has been involved in no fewer than ten wars. This course is a survey course examining American wartime composers, their lives, their works, and the events surrounding the composition of patriotic works

3 credits Dist AR

**Music of Latin America** **MUSIC 268**

This course is an introductory online course dealing with the diverse musical tranditions of Latin America, including the role of music in society, ritual, and culture. The result is a comparative study of styles, dances, and instruments, with a certain emphasis given to the development of critical listening skills. Students need access to a coimputer with Internet sound capabilities. Course subject matter is generally limited to music that has surfaced and developed i Latin America and not as it has developed in the continental United States. Readings will be supplemented by various links as well as the Latin American audio selections available from the Naxos catalogue.

3 credits Dist AR

## Nursing

### DEGREE PROGRAM

**Online RN-to-BS Program**

For more information, see page 46.

*Note: Nursing courses require permission of the department. For more information, please contact kristen.carlson@umb.edu.

**Professional Issues in Nursing for RNs** **NURSNG 360**

This introductory course of the online RN-BS nursing program focuses on core concepts of professional nursing practice including human beings, environment, health, and nursing. This course meets the University Intermediate Seminar requirements. Students will increase their critical thinking, reading, and writing skills while addressing the key issues facing nursing. Important health care competencies and concepts, including patient-centered care, teamwork and collaboration, safety, quality improvement, evidence-based practice, and informatics, are established. Historical, theoretical, and professional membership perspectives are emphasized.

6 credits

Prerequisite: RN-BS students only. Permission of department.

**Health Assessment and Promotion** **NURSNG 361**

This course focuses on health assessment in professional nursing practice, health promotion, and disease prevention across the lifespan. This course emphasizes clinical decision-making and communication of comprehensive assessment. Students will refine their written, oral, and information technology skills in health assessment. Cultural, spiritual, and family assessments from multiple theoretical perspectives are considered. Students will explore issues of genetics, health literacy, patient assessments in chronic illness, and health issues with particular attention to healthcare issues of elders.

6 credits

Prerequisite: NURSNG 360. RN-BS students only. Permission of department.

**Research and Evidence-Based Practice** **NURSNG 362**

This course focuses on understanding the conceptual, theoretical, and empirical components of research. The student is prepared to evaluate reports of nursing research for evidence-bases nursing practice. Students will assess websites and peer-reviewed journals, as sources of evidence, and as sources of action plans to promote EBP. Students will evaluate evidence for clinical practice, and apply scientific findings to treat specific patient problems.

6 credits

Prerequisite: NURSNG 360. RN-BS students only.

**Community Health for Registered Nurses** **NURSNG 461**

This course presents clinical prevention interventions for health promotion and disease prevention. Population-focused care emphasizing community assessments and interventions and culturally sensitive care in urban settings provides a focus. Advocating for social and environmental justice while protecting vulnerable populations in disasters is also explored. Students are required to participate in a service-learning project during the semester.

6 credits

Prerequisite: NURSNG 360 and 362. RN-BS students only.

**Legal, Ethical & Health Policy and Capstone for RNs** **NURSNG 462**

This course integrates ethical, legal, and health policy issues in contemporary Nursing. The major ethical principles, several ethical theories and conceptual frameworks, as well as, ethical decision-making models are reviewed. The ANA Code of Ethics with inter-pretive statements are analyzed in relation to individual practice settings and the nursing profession. Legal implications related to providing nursing care, particularly examples of malpractice, how a bill becomes law, and the legislative process are discussed. Students develop a position paper in memo format on a health policy issue including integration of relevant ethical, legal, legisla-tive and economic implications. Students are responsible for a Capstone paper that presents analysis of individual case studies from the students professional clinical experience integrating concepts of ethical reasoning, policy formation, and legal processes.

6 credits

Prerequisite: NURSNG 360, 361, 362 and 461. RN-BS students only.

## Philosophy

**Introduction to Philosophy** **PHIL 100**

An introductory examination of the problems and scope of philosophy.

3 credits Dist HU

**Moral and Social Problems** **PHIL 108**

Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, sexism, animal rights, the environment, and hunger.

3 credits Dist HU Div U

**Moral Issues in Medicine** **PHIL 222**

Concepts of health, illness and healing, under different paradigms of medicine. Is medicine an art or science? What is the impact of medical technology on human life and death? What is considered "natural"? Attention is given to issues in human reproduction (e.g. in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationships, patient advocacy, self help, right to health care or to refuse treatment. Social and political questions of health care organization.

3 credits Dist HU

## Political Science

**Introduction to Politics** **POLSCI 101**

This course introduces and explores the conceptual vocabulary of politics. Though concerned with problems of political theory, it is designed not for theorists but for anyone who thinks, talks, or worries about the public world. A series of brief case studies is used to show how real-world outcomes are affected by our political ideas and assumptions.

3 credits Dist SB

**Government and Politics of the United States** **POLSCI 102**

An introduction to the structures, processes, and results of the American governmental system. The course focuses on the national government and national political behavior, although state, regional, and local structures and issues are also introduced. Topics include institutions of government, political principles and ideologies, public opinion, political socialization, political parties, mass media, elections, interest groups, civil rights and civil liberties, public policies and policy making.

3 credits Dist SB

**Comparative Politics of Third World Countries** **POLSCI 202**

Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.

3 credits Div I

**International Relations (B)** **POLSCI 220**

This course focuses on basic patterns and concepts which explain interactions among nations. Special attention is given to the role of ideologies, international organizations, conflict resolution, the impact of multinational corporations, underdevelopment, the international dimension of human rights, ethnic, "racial," religious, and gender differences, and the dynamics of globalization.

3 credits Div I

**Ancient/Medieval Political Thought (D)** **POLSCI 251**

The origins and the early development of the main political ideas of the West.

3 credits

**Politics by Internet** **POLSCI 367**

An exploration of the political uses, abuses, and implications of the Internet and of the national information infrastructure of which it forms a part. Lecture and laboratory topics include national, state and local infrastructure; policy and policy reform; constitutional and legal protections and issues. The course also includes instruction in requisite skills for Internet use.

3 credits

**Third World Development (C)** **POLSCI 375**

Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.

3 credits Div I

**Globalization and Social Movements** **POLSCI 377**

The course is an interdisciplinary exploration of globalization. The first section maps the changes in the international economy - institutions of global economic governance, multinational corporations - and discusses their effects upon both First and Third World economies, national political institutions and organized civil society. The second section focuses on the transnational networks of citizens and NGOs that seek to influence policies at the global level (environment, workers', women's, poor peoples' movements, anti-neoliberal/globalization protests).

3 credits

**American Foreign Policy (B)** **POLSCI 424**

Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.

3 credits

## Psychology

**Introduction to Psychology** **PSYCH 100**

A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion.

3 credits Dist SB

Please note: Students who have already earned credits for PSYCH 101 may not register for this course.

**Introduction to Behavioral Research** **PSYCH 201**

An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.

3 credits

Prerequisite: PSYCH 100 or 101.

**Psychology of Cross-Cultural Relations** **PSYCH 234**

This course examines the nature and dynamics of inter-group relations within a multicultural context, studying relations among diverse cultures and racial groups in the United States and globally. The course looks at cross-cultural relations from an interdisciplinary perspective, discussing psychological and sociopolitical perspectives.

3 credits Div U

Prerequisite: PSYCH 100 or 101.

**Abnormal Psychology** **PSYCH 315**

This course examines the range of common psychological disorders, their characteristic symptoms, possible causes, and treatment. It takes a critical scientific approach to the criteria used to define psychological abnormality, the theories used to explain it, and the therapies used to treat it. Etiology, dynamics and treatment of psychopathology.

3 credits

Prerequisite: PSYCH 100 or 101.

**Social Psychology** **PSYCH 330**

A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.

3 credits

Prerequisite: PSYCH 100 or 101.

**Infancy and Childhood Development** **PSYCH 341**

This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis is given to early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?

3 credits

Prerequisite: PSYCH 100 or 101.

**Learning and Memory** **PSYCH 350**

An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.

3 credits

Prerequisite: PSYCH 100 or 101.

**Behavioral Neuroscience** **PSYCH 360**

An overview of the field of neuroscience. Selected topics are neuroanatomy, brain physiology, communication in the central nervous system, immunology, and psychopharmacology. This course also includes a critical discussion of various research techniques. One goal for students is to develop critical thinking skills, as consumers of scientific information.

3 credits

Prerequisite: PSYCH 100 or 101, and PSYCH 105 or any BIOL course.

## Sociology

**Introduction to Sociology** **SOCIOL 101**

The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.

3 credits Dist SB

**Introduction into Systems of Criminal Justice** **SOCIOL 104L**

The goals of the course are to give students a theoretical and empirical foundation of the criminal justice system. Topics will also include the nature of victimization, the inner workings of the criminal justice system and the outcomes for offenders leaving the system. The student will be exposed to the critical issues in justice, be involved in discussions of their impact on American society, and be asked to consider alternative approaches to addressing these issues. In addition, during the discussion of each segment of the American system of justice, comparisons will be made with other developed and developing nations' justice systems.

3 credits

**Social Problems** **SOCIOL 160**

A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.

3 credits Dist SB

Prerequisite: SOCIOL 101.

**Social Deviance and Control** **SOCIOL 261**

This course examines the conditions and processes underlying social conformity and deviance. Discussion topics include social definitions of deviance, societal reactions to deviant behavior, deviant subcultures, and social control processes.

3 credits

Prerequisite: SOCIOL 101.

**Criminology** **SOCIOL 262L**

A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.

3 credits Dist SB

Prerequisite: SOCIOL 101.

**Family Violence** **SOCIOL 316**

This course seeks to help participants develop a critical understanding of force and violence within the family structure. Emphasis is on violence between spouses, and between children and parents; and on the prevalence, the character, and the causes of such violence. Topics also include society's reaction to family violence, and its policies of control and treatment; and the sexual abuse and exploitation of children and women.

3 credits

Prerequisite: SOCIOL 101.

**Racial and Ethnic Relations** **SOCIOL 321L**

An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.

3 credits Dist SB Div U

Prerequisite: SOCIOL 101.

**Methods of Sociological Research** **SOCIOL 351L**

Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.

3 credits

Prerequisite: SOCIOL 101.

**Juvenile Delinquency** **SOCIOL 362**

The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.

3 credits

Prerequisite: SOCIOL 101.

**Corrections** **SOCIOL 363**

Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

**Drugs and Society** **SOCIOL 367L**

This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.

3 credits Dist SB

Prerequisite: SOCIOL 101.

**The Sociology of Gender** **SOCIOL 382**

This course analyzes the sociological determinants and consequences of gender-that is, how societies assign specific expectations, advantages, and disadvantages to people on the basis of the biological fact of their sex. It examines the inequality between men and women that is a feature of the structure of many societies, as well as the social-psychological dimensions influencing individual behavior.

3 credits Dist SB Div U

Prerequisite: SOCIOL 101.

**The Police in Society** **SOCIOL 465L**

An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

**The Sociology of Law** **SOCIOL 467L**

A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.

3 credits

Prerequisite: SOCIOL 101 and CRMJUS/SOCIOL 262L.

## Spanish

### CERTIFICATE PROGRAM

**Spanish/English Translation**

For more information, see page 46.

**Elementary Spanish I** **SPAN 101**

Designed for students with little or no background in the Spanish language. SPAN 101 focuses on the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required. Students may not take both SPAN 101 and 105.

4 credits Dist WL

Prerequisite: The instructor reserves the right to place you in the appropriate course level.

**Elementary Spanish II** **SPAN 102**

A continuation of SPAN 101. SPAN 102 focuses on furthering the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required. Students may not take both SPAN 102 and 106.

4 credits Dist WL

Prerequisite: The instructor reserves the right to place you in the appropriate course level.

**Basic Spanish for Communication II** **SPAN 106**

A continuation of SPAN 105. Note: Students may not take both SPAN 102 and 106.

3 credits Dist WL

Prerequisite: The instructor reserves the right to place you in the appropriate course level.

**Advanced Practice of Translation** **SPAN 409**

Practice in translating a variety of genres and styles, both literary and non-literary. Students have the opportunity to analyze critically, and to resolve creatively, the problems involving such issues in translation as context, register, tone, and audience. Emphasis is on translating into the native language (English/Spanish), but considerable practice is given in the non-native language.

3 credits Dist WL

Prerequisite: The instructor reserves the right to place you in the appropriate course level. Department permission required.

## Technical Education

**Seminar for the Beginning Vocational-Technical Teacher** **OCCED 218**

This course prepares the new vocational technical educator candidate for his/her first teaching assignment. The course will identify the characteristics of an effective teacher as will as provide some of the tools required by first year teachers to be successful. These include techniques for establishing effective classroom routines and procedures, student instruction and assessment, and for maintaining a positive classroom/laboratory climate that conveys high expectations. In addition, students learn to identify the elements of a course/program curriculum and learn how to develop a lesson plan, assign and grade homework and collaborate with colleagues to improve instruction, assessment and student achievement.

3 credits

**Managing Student Behavior & Creating a Safe & Healthy Environment** **OCCED 219**

This course provides vocational-technical teachers with a wide variety of researched based teaching methods and instructional strategies. Students in this course learn how to develop a unit of study and how instructional choices made by the vocational-technical educator are influenced by learning styles, motivation, and expectations. Students learn how to integrate ocational-technical and academic content by using a balanced instructional approach.

3 credits

**Teaching Methods for Vocational-Technical Education: Instructional Strategies** **OCCED 220**

This course provides vocational-technical teachers with a wide variety of researched based teaching methods and instructional strategies. Students in this course learn how to develop a unit of study and how instructional choices made by the vocational-technical educator are influenced by learning styles, motivation, and expectations. Students learn how to integrate vocational-technical and academic content by using a balanced instructional approach.

3 credits

**Teaching and Assessing the Vocational-Technical Learner** **OCCED 221**

This course provides vocational-technical teachers with the knowledge and tools to instruct and assess the technical, academic and employability skills of vocational students. Students in this course will learn to identify, develop, and model appropriate learning activities and assessments for the vastly divergent student population in vocational-technical education.

3 credits

**Developing & Implementing a Standards Based Curriculum in Vocational-Technical Education** **OCCED 222**

This course provides vocational technical educator candidates with the knowledge of the elements of a quality curriculum. Students learn how to develop a vocational technical curriculum and a competency-based student reporting system that incorporates the standards and performance indicators of the Academic and Vocational Technical Curriculum Frameworks. It is one of the courses required to obtain licensure as a vocational technical educator in Massachusetts.

3 credits

**Teaching Methods for Vocational-Technical Education: Teaching Diverse Learners** **OCCED 223**

This course provides vocational technical teachers with an understanding of how learning styles as well as issues of language and disability impact instruction and learning. Vocational technical educator candidates will learn to develop a teaching unit that focuses on readiness assessment, use of learning styles, attention to whole brain teaching, interpersonal skills, knowledge, and skill assessment.

3 credits

**Addressing the Needs of Students with Disabilities in Vocational-Technical Education** **OCCED 224**

This course provides Vocational Technical teachers with an overview of the Federal and State Special Education Laws and Regulations and how they are implemented in schools in Massachusetts. Students learn the elements of the Individual Education Plan (IEP), the roles of special and general educators, how to design curriculum and instruction using the information on the IEP, and how to modify their related classrooms to accommodate students with disabilities.

3 credits

## Theatre Arts

**Introduction to Theatre** **THRART 100**

This course introduces the collaborative art of theatre from the varied perspectives of playwright, director, designer, technician, actor, critic, and informed audience.

3 credits Dist AR

## Women's Studies

**Women and Society** **WOST 100**

This interdisciplinary course examines how gender interacts with social institutions such as the family, education, the media, organized religion, law and government, and how that interaction shapes human behavior. Students will learn to address controversial issues raised by the feminist movement, and to relate these to their own lived experiences in meaningful and productive ways.

3 credits Dist SB Div U

**Women in Global Perspectives** **WOST 110**

This interdisciplinary course explores multiple meanings of gender in a transnational world. Topics include: contradictory meanings of traditional femininity across cultures; global media representations of the female body, beauty, sexuality; impacts of colonialism, nationalism, patriarchy, and the global economy on women's work and family lives; women's rights as human rights; and local and transnational feminist activisms.

3 credits Dist SB Div I

**Women, Culture and Identity** **WOST 150**

This course explores cultural beliefs about women's "nature" and role at different times and places, drawing on materials from literature, including fiction and autobiography, and from history and feminist analysis. Using a thematic rather than a chronological approach, the course will focus on the ways in which intersection of race, class and gender affects the lives and self-concepts of women, in the U.S. and in other societies in the world.

3 credits Dist HU

**Twentieth Century Women Writers: A Feminist Perspective** **WOST 200**

An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. Novels, short stories, some analytical essays and autobiographies are used.

3 credits Dist AR Div U

**Women and the Media** **WOST 220**

This course explores how the historical evolution and commercial orientation of mass communications media have helped shape the depiction of women and gender in advertising, entertainment, and news. Students learn to analyze visual imagery for its conceptual and emotional messages; to distinguish stereotypes from more complex characterizations in TV fictions; and to monitor the representations of women and gender in the print and broadcast news.

3 credits Dist HU

**Women's Health Care** **WOST 260**

This course focuses on women's concerns in relation to health. Topics include health issues unique to women (such as birth control, pregnancy, childbearing); nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement.

3 credits

**Women in Modern China** **WOST 359L**

This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.

3 credits Dist WC Div I

# Graduate Courses

University College **graduate courses** are drawn from a wide range of UMass Boston master's and doctoral programs; many of these programs are offered through University College and are described on pages 44-48. Students may generally apply up to six credits they earn as non-matriculated students toward a graduate degree or certificate; however, successfully completing a graduate course does not imply admission to a graduate program.

Many of these courses are open to any student with a bachelor's degree, but others have prerequisites or require permission of the instructor or the graduate program office. **If you have questions** about your eligibility to enroll in a graduate course, turn to page 62-63, Academic Information, or for further assistance call 617.287.7900.

= Course available online = Award-winning
= International Program = Green Themed

## Counseling

**DEGREE PROGRAMS**

**MS in Family Therapy Counseling**
**MS in Mental Health Counseling**
**MS in Rehabilitation Counseling**
**MEd in School Counseling**

For more information, see page 45-46.

**Research and Evaluation in Psychology** **COUNSL 601**

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings.

3 credits

## Critical and Creative Thinking

**DEGREES & CERTIFICATE PROGRAMS**

**MA in Critical and Creative Thinking**
**MA in Science in a Changing World**
**Critical and Creative Thinking**

For more information, see page 45, 47.

**Creative Thinking** **CRCRTH 602**

This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

3 credits

**Seminar in Creativity** **CRCRTH 612**

This course delves deeply into the theory and practice of promoting creativity, using a specific theme, such as invention and innovation, humor, realizing creative aspiration, building creative communities, as a focus for the readings, discussions, class activities, and semester-long students projects. The course materials, which are drawn from a variety of sources to match the instructors specialty, student interests, and evolving trends in the literature, include biographies, intellectual histories, psychological studies, educational research, the popular media, guest speakers, and outside mentors. Details for the specific semester are publicized in advance by the Program.

3 credits

**Dialogue Processes** **CRCRTH 616**

Genuine dialogue provides a creative space in which may emerge entirely new ways of thinking, acting, and relating to others. At the heart of such dialogue is holding respect for oneself, for one another, and for a commonly created pool of meaning. Course participants learn and experience approaches to listening and dialogue derived from Buber, Bohm, Isaacs, Jackins, Weissglass, and others, that allow us to become more aware of the underlying beliefs, assumptions, and emotions that limit our thinking and our responses to the world. Discussions explore applications of dialogue processes in educational, organizational, social, and personal change.

3 credits

**Creative Thinking, Collaboration, and Organizational Change** **CRCRTH 618**

Through interactive, experiential sessions and structured assignments, students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

3 credits

**Scientific and Political Change** **CRCRTH 649L**

Although relatively few Americans have backgrounds in science or engineering, they are increasingly confronted with issues that are technically complex. This course explores the resulting tensions and asks how the needs for scientific expertise and democratic control of science and technology are reconciled. The first half of the course traces the historical development of American science policy and situates this development comparatively. The second half focuses on contemporary controversies, including those over the nature of university-industry relations, patent policy, and the cases of expert/lay disagreements over risk.

3 credits

**Action Research for Educational, Professional and Personal Change** **CRCRTH 693**

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

3 credits

## Education

**Computers, Technology, and Education** **EDCG 610**

An introduction to using computers and technology in education. The various uses of computers and technology in education are examined in depth as participants are introduced to a wide variety of K-12 educational software and the Internet and explore the pedagogical issues raised by the use of computers for students, teachers, and school administrators. These include consequences for learning, problem solving, organizing data, creativity, and an integrated curriculum. Finally, the course looks at ways in which technology may help facilitate changes in the ways teachers teach and students learn and ultimately may stimulate reform in education. The course has a field component where students observe computer use in the classroom.

3 credits

Prerequisite: Graduate Education Students only. Students in the following (sub)plans must obtain Permission of Instructor: SPED MEd w/o Licensure, MEd w/Initial Licensure, MEd w/Prof Licensure, or Certificate w/Prof Licensure.

**Internet Application for Educators** **EDCG 611**

This course will explore the use of online resources and tools in education. Special attention will be given to the integration of web resources with curriculum. Topics will include Internet search strategies, utilization of web resources, and development of instructional web sites, electronic portfolio assessments, and online instruction.

3 credits

**Evaluation and Design of Educational Software** **EDCG 612**

This course provides participants with methods and strategies for evaluating and designing educational software and other applications of advanced information technology.

3 credits

Prerequisite: EDC G 610 or permission of instructor.

## Environmental, Earth and Ocean Sciences

### Applied Statistics — EEOS 611

This course is designed to prepare the student to design and analyze experiments and field studies using ANOVA (Analysis of Variance) and regression techniques. Calculations are performed using handheld calculators and the SAS Statistical Computer Software.

3 credits

## Gerontology

### DEGREE & CERTIFICATE PROGRAMS

**MS in Gerontology: Management of Aging Services Track**
**Certificate in Gerontology: Focus on Management of Aging Services**

For more information, see page 46, 47.

### Health and Physical Changes in Aging — GERON GR 611

Those who provide and manage services for the elderly, or are involved in public policy and research concerning the elderly, need knowledge about the physical process of aging. This course describes the physiological changes that accompany the aging process and relates these to social and economic factors that influence health status. Discussion topics include issues of prevention, health promotion and health maintenance, and selected disorders that affect health and independent living.

3 credits

Prerequisite: Graduate student in Gerontology or department permission.

### Social Aspects of Aging — GERON GR 621

This course presents a social perspective on the aging process. It considers social factors that influence aging and the nature of the integration of the aged into society, as well as the way in which population aging affects the society as a whole. The course also looks at social theories of aging, paying special attention to changing social roles, social stratification and aging, and the development of institutions for the aged. Gender, race, ethnicity, and class are discussed as social categories that influence aging and that play a role in the determination of social policy for the aged. Readings on the status, role, and culture of the aged are drawn from the literature of sociology, economics, and anthropology.

3 credits

### Issues in Aging Policy — GERON GR 623

This course introduces students to the development, implementation, and analysis of social policy in the United States on major issues affecting older people. Income security, health care financing, and long-term care receive major attention. Discussions also focus on the programs mandated by the Older Americans Act; and participants examine the major normative, demographic, economic, and political forces that underlie aging policy

3 credits

### Residential Long Term Care Management — GERON GR 630

This class will provide a comprehensive overview of the responsibilities of residential care administration for older people. The National Association of Boards of Registration in Nursing Home Administration supports state licensing programs for residential care managers including nursing home administrators. This class will provide a broad understanding of aging issues, and specific elements of administration in residential service settings, while addressing the requirements for licensure.

3 credits

### Marketing of Aging Services — GERON GR 645

This course examines marketing principles as applied to aging services organizations. Students will learn about marketing concepts, objectives, and brand names. The course will also explore the current structure of aging organizations in Massachusetts and relate these to current marketing principles and strategies. Students will learn to apply marketing concepts to effectively manage and operate an aging services organization. This course provides students with the opportunity to see how marketing principles and practice come together within the context of various types of aging services organizations in Massachusetts.

3 credits

### Service Delivery Issues in Aging — GERON GR 650

This course focuses on the links between consumers and aging services in organizational settings with well-developed formal services. The aim of the course is to provide students with an understanding of the structural problems that underlie the challenges that consumers face in using formal services. The course covers a wide range of services that older people may need, the complementary relationship between formal and informal services, boundary issues among service specialties, boundary issues among service specialties and service professionals, service coordination and integration, and the role of both consumer directional and professional case management in negotiating service systems.

3 credits

### Organization and Financing of Aging Services — GERON GR 660

The influences of organizational and financial forces upon aging services are analyzed in this course. Various public ( federal and state) and private sources of funding are considered. Three sources of public financing-Medicare, Medicaid, and the Older Americans Act-are examined in depth. The relative strengths of public and private funding are examined with attention to both access and quality issues. The implications of both the financing and organizational forces are considered for several major service modalities, including nursing homes, assisted living, home care, and adult day care.

3 credits

**Human Resources & Personnel Management in Aging Services** **GERON GR 670**

This course is designed to familiarize students with the concepts of human resources management as they are applied tin primarily public, non-profit settings. In particular, the course will focus on human resources and personnel management as applied to the aging services field. The examples used in the course will come from organizations such as nursing homes, assisted living facilities, home health agencies, senior centers and councils on aging. Issues to be addressed will include hiring and supervision, performance appraisal, mentoring, career planning, equal employment opportunity, diversity and collective bargaining. Students will examine job design and pay systems, methods of personnel selection and training, issues of productivity and work hours, team building, effects of government regulations on working conditions and personnel administration.

3 credits

**Organizational Theory, Behavior and Aging Services** **GERON GR 675**

This course examines the evolution of organizational theory from early principles to current approaches and practices. Students will learn about the structure of organizations including internal and external forces. The course will also explore the current structure of aging services organizations in Massachusetts. Students will research the various levels of aging services organizations and their relationships with federal, state and local government agencies and with other local organizations.

3 credits

**Capstone Project Seminar in Management of Aging Services** **GERON GR 692**

This capstone offers each student the opportunity to develop a special project in his or her specific area of interest. This includes researching the topic, identifying an issue, developing strategy and a work plan, and establishing a timeline and implementation schedule. The course is intended to assist students in implementing their knowledge and skills developed during their course of study. Projects undertaken should evidence an understanding and mastery of areas such as policy development an analysis, program management, administration, and finance. The course is also intended to show student mastery of self-direction and task management. Students are expected to take this class at or near the end of their course of study in the Management of Aging Services Master's Program.

3 credits

## Instructional Design

### DEGREE AND CERTIFICATE PROGRAMS

**MEd in Instructional Design**
**Certificate in Instructional Technology Design**

For more information, see page 45, 48.

Please note: On-campus Instructional Design courses follow a different academic calendar from online courses. The start and end dates for each course are listed in the course matrix.

**Introduction to Instructional Design** **INSDSG 601**

This course provides an introduction to the cognitive and experiential content of the program, emphasizing the components of the instructional design model. Various instruction design models are analyzed and students are expected to complete, as a final project a learning module micro-design.

3 credits

**The Adult as Learner** **INSDSG 602**

Students are introduced to the body of knowledge concerning adults as learners. This course focuses on the principles of adult education, learning styles, variables that affect adult learning, motivation techniques, appropriate training methodologies, reinforcement of learning, skill transfer, and measurement procedures for identifying learner characteristics.

3 credits

**Communication Theory for Organizations** **INSDSG 604**

This course focuses on the study of communication as applied to instruction design and on theories of media communication. It covers audience variables, systems of media analysis, message structure, environmental factors, and the integration of these elements into an efficient communication model.

3 credits

Prerequisite: INSDSG 601 or permission of instructor.

**Production of Media Materials** **INSDSG 605**

This course provides a systematic survey of a variety of media formats including visual displays, audio and visual presentations. Aspects of theory include psychological principles and research on media as a teaching mode. Students have the opportunity of applying knowledge and skills to selected areas of media production, especially as they provide solutions to instructional problems.

3 credits

**Writing for the Business Professional** **INSDSG 614**

This course is designed to help participants develop effective writing. It provides both analysis of written documents and a theoretical review of professional writing techniques. Assignments emphasize the writing tasks typically required of training and development specialists in any organization. They include the design, assessment, marketing, and evaluation of instruction. Participants develop the skills for effective communication with those outside the organization, and those at all levels within it.

3 credits

Prerequisite: INSDSG 601. Masters in Instructional Design student or permission.

### Production of Computer-Based Training INSDSG 616

A basic course in developing computer-based presentation programs. Through such programs as Hypercard and Powerpoint, students are introduced to state-of-the-art CBT development software. The course addresses user interface design; the execution of common instructional strategies employed in training products; techniques of graphics production (scanners, clip art, and paint programs) and sound production techniques (Macrecorder and Macintalk); and introductory scripting in HyperTalk. The course is project-based: students work in teams to design, make prototypes, and produce simple CBT or multimedia programs.

3 credits

Prerequisite: INSDSG 601 or permission of instructor.

### Assessment in the Instructional Design Process INSDSG 618

This course examines assessment in all phases of the instructional design process, including needs analysis and the various stages of formative and summative evaluation. Topics include various types of data, techniques for data gathering, the construction of questionnaires, a hands-on review of computer programs, and characteristic issues in the analysis and interpretation of assessment. The course also offers practical experience in the use of representative measures and applications.

3 credits

Prerequisite: INSDSG 601. Masters in Instructional Design student or permission.

### Design and Instruction of Online Courses INSDSG 619

This course is for instructors, teachers, trainers, or instructional designers who want to explore the critical success factors in designing and delivering online instruction. Through readings, discussion, and various activities, we will examine the pedagogical implications of technology-mediated learning, the dynamics of the virtual classroom, the elements of effective online course design, as well as the tools and technologies available to create and deliver online instruction design, and to assess student performance. Through group-based and individual project work, we will design and create online lessons. This course will use a range of interactive and collaborative instructional techniques in an effort to provide current or potential online instructors rich firsthand experience of what it is like to be a student learning in an online environment.

3 credits

Prerequisite: INSDSG 601. Masters in Instructional Design student or permission.

### Curriculum Development for Organizations INSDSG 622

In this course, students learn to develop curriculum used in organizations according to principles of instructional design. Students research and write a complete instructor manual/lesson plan and accompanying student folder/manual on a selected training topic. Curriculum development topics include: writing course goals and performance objectives; testing mechanism; complete lesson plan content; instructional methodologies and strategies such as role plays, group activities, case studies; creating original materials such as student handouts, prepared flipcharts, PowerPoint slide presentations, or other media as needed; equipment and technology; curriculum standards; and evaluation strategy.

3 credits

Prerequisite: INSDSG 601 and 602.

### Planning and Design of Educational Multimedia Programs INSDSG 640

This course helps students become familiar with the current uses of the video disk and other multimedia, as well as with such delivery platforms for multimedia as SonyViewSystem, IBM M-motion, IBM's DVI, Philips CDI, and with the planning, budgeting, and logistics of video production. Participants learn the range of authoring tools that exist for these systems and their relative advantages. They apply principles of instructional and courseware design and study the practical considerations involved in the production of visual media, as well as writing a design proposal and a multimedia project budget. Using this general design document, students produce specifications for the video, computer program flow, graphic screens, video disk layout, and other effects that translate the original instructional design into a usable program. They also achieve basic proficiency in the use of a popular project management software program.

3 credits

Prerequisite: INSDSG 601 or permission of instructor.

### Assessment of Educational Technologies INSDSG 650

This course on formative and summative evaluation brings the students' practical experience in computers and multimedia together with the study of the ways these technologies get used in the classroom. Students examine the formative evaluation process for technology-based programs in corporate training programs and school curricula. By obtaining feedback from representatives of the target audience in the early stages of a product's development, the developer can assure that it meets goals while staying within its budget. Formative evaluation plans are now required by most funding sources and corporations. Summative evaluation-the evaluation of an educational product at the end of its development process-is a way to determine whether the project has met its goals. Students learn to apply these assessment procedures in a project based on a real-world application.

3 credits

Prerequisite: INSDSG 601. Masters in Instructional Design student or permission of instructor.

**Project in Multimedia** **INSDSG 655**

Students work with UMass Boston faculty, teachers in cooperating schools, or sponsoring corporations to make a prototype multimedia application or to produce a planning document for multimedia implementation in the client organization. Students may participate in projects pre-arranged by the instructional technology staff or may generate their own, working individually or in a team.

3 credits

Prerequisite: INSDSG 601, 616 and 640. Instructional Design grad student or permission.

**Capstone Seminar** **INSDSG 690**

The course provides guidance and a structured environment in which students develop advanced instructional design skill in the context of their capstone project. Based on the nature and complexity of the students' projects, the course deals with such topics as: component display analysis; needs assessment data, analysis and reporting techniques; cognitive flexibility theory; competencies modeling; and self-directed/ learner-centered strategies. Students who have completed eight or more requirements for the Instructional Design MEd should enroll in this course.

3 credits

**Independent Study** **INSDSG 696**

The comprehensive study of a particular topic or area in instructional design, as determined by the needs of the individual student. The student works under the guidance and supervision of the instructor.

3-6 credits

**Research Methods for Instructional Designers** **INSDSG 697**

Research is an important aspect of instructional design. In this course instructional design students will develop skills to analyze existing research to determine if research findings are valid, replicable, and applicable to their own specific contexts. In addition, they will become familiar with a variety of research design methodologies that they can apply to their own research projects.

3 Credits

Prerequisites: INSDSG 601, INSDSG 602, INSDSG 604, or permission of the instructor.

**Internship** **INSDSG 698**

The internship is a culminating experience in which the student assumes responsibility for an instructional design and technology project. The student works under the guidance and supervision of both the instructor and the organization for which the project is to be done.

3 credits

Prerequisite: Permission of department required.

## Nursing

### DEGREE AND CERTIFICATE PROGRAMS

**Post Master's Doctor of Nursing Practice**
**Gerontology/Adult and Family Practitioner (NP)**
**Post Master's Certificate Program**
**Post Master's Clinical Nurse Specialist (CNS)**

For more degree and certificate information, see page 44, 47.

**Human Diversity in Healthcare** **NURSNG 613**

This course examines the challenges associated with providing competent health care to diverse populations and examines its effects on the health of individuals, groups, and populations. Health behavior and health care outcomes are analyzed within the context of social, economic, political, and cultural forces. Implications of an increasingly diverse population for nursing education, research, and practice are determined, and strategies for improving the management of human diversity in nursing and health care are critically analyzed.

3 credits

Prerequisite: Permission of department required.

**Advanced Pathophysiology** **NURSNG 614**

This course focuses on the analysis, interpretation, and evaluation of pathophysiological processes throughout the lifespan. Relevant research is integrated into evidenced-based nursing practice.

3 credits

Prerequisite: Permission of department required.

**Advanced Health Assessment** **NURSNG 615**

This course focuses on the development of advanced practice nursing skills in health assessment for urban populations. Concepts, theories and research on human development, anticipatory guidance, prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with cases guided vignettes and simulated practice experiences specific to the students area of advanced practice nursing in the college laboratory.

3 credits

Prerequisite: Permission of department required.

**Evidence Based Practice** **NURSNG 616**

This course focuses on theory-guided and evidenced based research to prepare students to become proficient in translating research into practice. Emphasis will be placed on research as a tool to improve practice. Students will learn to identify clinically focused problems and evaluate the best design to answer the question. Critical analysis of qualitative and quantitative research findings in order to apply best evidence will be emphasized. Through a systematic literature review, students will synthesize research related to a clinical practice problem and develop skills in the use of electronic databases. Ethical issues in the conduct of clinically focused research will be explored.

3 credits

Prerequisite: Permission of department required.

### Health Policy, Finance, Ethics — NURSNG 618

This course is designed to examine how ethical, financial, and health policy issues and concerns are linked in the health care delivery system. The role of the nurse in developing a professional ethical framework, understanding the economic implications of health care, and shaping and formulating health policy will be stressed. Several decision-making models and strategies in health policy, finances, and ethics will be compared. Relevant research in health policy, finances, and ethics will be analyzed.

3 credits

Prerequisite: Department permission required.

### The Role of the Advanced Practice Nurse — NURSNG 631

The historical development, scope, and functional roles of the advanced practice nurse are analyzed. Students examine the dynamic relationships among professional organizations, health care trends, and health care policy as they influence the need for advanced practice nursing. Emphasis is placed on acquiring the knowledge and skills to assume leadership roles in the health care system. Related health professions theories, research, and opportunities for implementing changes are emphasized. Critical thinking, group dynamics, leadership skills, and role of the APN as educator are studied and modeled in classroom experiences and course assignments.

3 credits

Prerequisite: Permission of program director.

### Advanced Pharmacology — NURSNG 634

The course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetics and pharmacodynamics principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued. Ethical, legal, and risk-management issues are discussed.

3 credits

Prerequisite: Permission of program director.

### Mental and Psychosocial Health of the Urban Family — NURSNG 637

Multicultural individuals and families at risk for mental and psychosocial problems are considered within the context of urban living. Nursing theory and research is applied to developing processes of care for individuals across the lifespan with mental health and psychosocial problems. Students learn evidence-based care including cognitive-behavioral, psychopharmacological, and non-traditional approaches to psychosocial and related physical problems. Research related to environmental, psychosocial, genetic, economic, family systems, developmental risk factors, drug efficacy and nonpharmacological approaches for individuals with mental and psychosocial illness is investigated. The impact of contemporary health care policy and legislative proposals on quality, cost, and access to care is investigated.

3 credits

Prerequisite: Permission of program director.

### Primary Care of Adults — NURSNG 639

Students examine the nursing and health related theory and research applied to the primary care management of adults with episodic and chronic illness. Diagnostic, therapeutic, and pharmacological regimens are examined. Legal, ethical, and health policy issues that impact the delivery of primary health services are integrated. Continued emphasis is placed on developing social cultural sensitivity to the variations in health care needs of urban populations.

3 credits

Prerequisite: Permission of program director.

### Clinical Practicum II: Focus on the CNS Role — NURSNG 665

This course emphasizes the CNS influence on nursing personnel and the organization. Under the guidance of a CNS preceptor, students practice in an acute or critical care setting in their chosen specialty. This course continues to address patient care, but the focus shifts to the nursing personnel and organization/network, giving students the opportunity to implement the CNS role fully. Students acquire skill and confidence in consultation, collaboration, and leadership skills.

3 credits

Prerequisite: Permission of program director.

### Primary Care of Older Adults — NURSNG 671

This course focuses on the health care issues and needs of elders across the care continuum of acute, chronic, community, and long-term-care settings. Aspects of physical, emotional, and social aging across the lifespan are explored utilizing various theoretical perspectives and models. The assessment, teaching-coaching, and management roles of the advanced practice gerontological nurse in relation to acute and chronic health conditions of the older adult are emphasized. The complex interplay of the political, economic, legal, and ethical factors that influence health care delivery to older adults is examined.

3 credits

Prerequisite: NURSNG 639. Graduate student in Nursing. Department permission required

### Primary Care of Older Adult/Older Adult Practicum III — NURSNG 672

Students further refine skills in critical thinking and clinical reasoning in the application of theory and research to practice. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion/illness problems, with a focus on the primary care of adults and older adults across the continuum of care. Seminars are grounded in learning the application of theory and research to the domains of practice of the adult/gerontological nurse practitioner, including the management of patient health and illness and the teaching-coaching function of the nurse practitioner and ensuring the quality of health care practices. Interdisciplinary collaborative practice skills are developed. Students develop role competencies under the supervision of nurse practitioner preceptors and faculty in urban health care settings.

6 credits

Prerequisite: NURSNG 670. Prerequisite or Corequisite: NURSNG 671 and 680. Graduate student in Nursing. Department permission required

### Primary Care of the Family Practicum II NURSNG 680

Family nursing theory and research are further integrated as students develop competencies in their role as family nurse practitioner. Under the supervision of nurse practitioners and faculty, students manage and coordinate primary care for multicultural urban families experiencing a continuum of health promotion, episodic, and chronic illness problems. The diagnostic, therapeutic, evaluative, consultative, and teaching functions of the nurse practitioner role are examined within a professional, ethical and legal framework. Skills in collahorative interdisciplinary practice are emphasized. Seminar discussions include an exploration of the health policy issues that influence the delivery of health care to underserved urban families and communities.

6 credits

Prerequisite: Permission of program director.

### Primary Care of the Childbearing Family NURSNG 681

Students integrate research from the pathophysiological, behavioral, social, and nursing sciences. The primary care needs of multicultural families in urban communities are addressed. Problems of women, infants, and children are analyzed within a family nurse practitioner framework for practice. Evidence-based laboratory, diagnostic, therapeutic, and pharmacological plans of care are applied to problem management. Emphasis is placed on developing advanced competence in the management of common health and illness. Health policies, including cost, quality, access to care, and evaluation and management guidelines for reimbursement, are integrated throughout the course.

3 credits

Prerequisite: Permission of program director.

### Primary Care of the Family Practicum III and Capstone NURSNG 682

Students further refine skills in critical thinking in the application of theory and research to practice. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion/illness problems with a focus on the primary care of women, infants, and children. Seminars are grounded in learning the application of theory and research to the domains of practice of the family nurse practitioner, including the management of patient health and illness and the teaching-coaching function of the nurse practitioner and ensuring the quality of health care practices. Interdisciplinary collaborative practice skills are developed. Students develop role competencies under the supervision of nurse practitioner preceptors and faculty in urban health care settings.

6 credits

Prerequisite: Permission of program director.

### Health Informatics NURSNG 715

Students learn advanced practice nursing competencies related to computer skills, informatics skill, and informatics knowledge. Application of information theory and computer technology skills is directed towards improving the organization and delivery of healthcare to multicultural populations receiving primary, secondary, and tertiary health care. Health Informatics deals with using technology tools for optimizing the collection, verification and utilization of data that relates to generating knowledge to inform best practices and leadership in both public and private health systems. Students are directed to investigate ways in which information systems can address disparities in health services.

3 credits

Prerequisite: Permission of program director.

### DNP Internship II NURSNG 762

Emphasis is placed on translation of research into practice as a means to improved the delivery of health care. In supervised clinical experiences, students continue to develop competence in the role of the DNP including experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice. Clinical learning is directed at discovering the history, and contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services. Students participate in leadership and change agent experiences consistent with behaviors expected of the Doctor of Nursing Practice. Students investigate clinical problems in context of the health care system and analyze influencing factors; seek IRB approval and defend the capstone project proposal. Students successful in defending their proposal may move forward to the action phase of the capstone.

1 credit

Prerequisite: NURSNG 616, 760, 761, 762 and PBHLTH Informatics.
Corequisite: NURSNG 716.

### DNP Internship III NURSNG 764

In supervised clinical experiences, students continue to develop competence in the role of the DNP including experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice. During the third clinical immersion experience, students continue to seek out opportunities to develop professional and scholarly behaviors consistent with the DNP Essentials; Competencies. In conjunction with their advisor and internship facilitator, learning is directed implementing the approved capstone project proposal and developing a scholarly paper that summarizes the state of the science of the problem, the processes to address the problem, and the outcomes achieved.

1 credit

Prerequisite: NURSNG 722, 761, 762, 763 and MBA 650. Department permission required.

**Leadership and Management in Health Care** **NURSNG 765**

The course will provide an introduction and overview of leadership, management, and organizational behavior in health care. Students will integrate theory with practice in the development of skills necessary to provide organizational and systems leadership in health care settings. Students will apply content from lectures and readings to cases studies as well as to actual experiences from their own workplaces. Topics include leadership and management theories/models, strategic planning, fiscal management, human resource management, and managing change in a complex environment.

3 credits

Prerequisite: Permission of program director.

**Biostatistics II: Advanced Statistical Methods in Healthcare Research** **NURSNG 770**

This is the second course in a two-semester Biostatistics sequence. This course covers several advanced methods of statistical analysis that are most often used in Healthcare research, including multiple linear regression, logistic regression, log-linear (Poisson) regression, Cox proportional hazards regression, and longitudinal data analysis. This course also discusses the methods and techniques in assessing the presenting confounding and interaction effects, and handling missing values. The primary purpose of this course is to help students gain understanding of the advanced statistical methods and use these concepts to critique literature in the field of clinical and population based research.

3 credits

Prerequisite: Permission of program director.

**Epidemiologic Methods** **NURSNG 780**

This course builds on prior knowledge of the basic principles of epidemiology while introducing methods of epidemiologic analysis, and their application to the field of advanced practice nursing (APRN) at the Doctor of Nursing Practice (DNP) level. The course is intended to provide students with the skills and knowledge to critically evaluate health research based on epidemiologic standards. In addition, students will learn to perform preliminary analyses of epidemiologic, biostatistical, environmental, and other scientific data to address basic questions related to individual, aggregate, and population health. Students will analyze public use datasets and interpret published government reports describing population health status and the occurrence of diseases in populations at the local, state, and national levels.

3 credits

Prerequisite: Permission of program director.

## Public Affairs

### CERTIFICATE PROGRAM

**Women in Politics and Public Policy**

For more information, see page 48.

**Women in American Politics and Policy Making** **PAF G 623**

Spring seminar in Program for Women in Politics and Public Policy. This course explores how politics and government affect American women's lives today and examines the ways that women participate in the political process in order to influence the course of public policy. Readings bridge the disciplinary perspectives of sociology and political science; newer feminist theoretical perspectives on public policy issues are included.

3 credits

Prerequisite: PAF G 619, 622 and 626.
Corequisite: PAF G 624 and 627.

**Internship** **PAF G 624**

The internship placement begun in the fall is completed and evaluated. Students in the WPPP Certificate Program prepare and present a paper integrating the theoretical knowledge and practical skills based on their internship.

3 credits

Prerequisite: PAF G 619, 622 and 626.
Corequisite: PAF G 623 and 627.

**Case Study Seminar** **PAF G 627**

The case study provides an opportunity for students in the WPPP Certificate Program to design and complete a substantial research paper, analyzing in detail one example of public sector decision-making, and integrating theoretical perspectives from the seminars. In close consultation with the instructor, student teams choose a controversial policy decision/area in which they wish to develop expertise-often these topics are related to the student's internship placement. Students will make oral presentations from the case studies.

3 credits

Prerequisite: PAF G 619, 622 and 626.
Corequisite: PAF G 623 and 624.

**Contemporary Issues in World Politics** **PAF G 632**

The general goal of this course is to examine the distinct patterns of regional groupings (Western Europe, Middle East, Southeast Asia, Latin America, North Africa and Mediterranean, Sub-Sahara Africa): the inter-state relations which define the region, with primary focus on political-economic issues; the interplay between regional issues and the broader context of international relations; and the impact of globalization on the political, economic, and cultural aspects of each region. For any one semester, however, within the broader analysis of regional systems, the focus will be on one single region-e.g., the European Union.

3 credits

Prerequisite: Graduate degree student in Public Affairs or Dispute Resolution.

## Rebuilding Sustainable Communities

**Social Vulnerability Approach to Disasters CRSCAD 501**

This course brings disaster social science to the next generation of disaster managers to help build a science-based and human rights approach to risk reduction. While many approaches to social vulnerability exist, this course takes a sociological approach that sees social vulnerabilities as social productions which may be reflected, reinforced and contested in disasters, and can be reduced through disaster management. Readings and discussion, primarily but not exclusively focused on the United States and similar societies, introduce students to the growing body of literature on factors shaping social vulnerability to hazards and disasters, and hence to disaster resilience. Rather than examining "special needs" we take an approach that looks for intersecting patterns of power and privilege, vulnerability and capacity in everyday life, which then positions individuals and groups differently in the face of natural, technological and human-induced hazards which may then become disasters.

3 Credits

**Climate Change, Global Food and Water Resources CRSCAD 502**

This course will examine the causes and consequences of climate change with a special focus on food and water resources. It will analyze proposals to prevent and mitigate global warming with both proactive and responsive policies. The course will investigate policy changes to our world agricultural systems that will promote long-term food and water security. Weekly case studies will supplement reading assignments and facilitate discussions centered on the current issues. Through this course, students will gain a working knowledge of the politics, economics, and science affecting water and food issues. Economics is vitally important and at the core of many of our most challenging food and water problems and solutions, hence, natural resource economics will be a major part of this course.

3 Credits

**Topics in Rebuilding Sustainable Communities After Disasters CRSCAD 503**

This course focuses on guided project on a topic selected by the student and approved by the program director. Suggested topics include: what happens after the cameras leave?; social vulnerability analysis; theoretical and policy debates; the roles of public, private and community-based organizations in rebuilding post-disaster; physical, social, economic, and political dimensions of post-disaster recovery planning and policies; analysis of post-disaster urban reconstruction and recovery planning processes; urban design; physical planning; neighborhood/community planning; architectural design for different building types; policy formulation and implantation strategies; landscape design; rebuilding and revitalization of historic sites; housing rehabilitation program; socio-economic development programs (rural, urban district or regional); community needs assessment; evaluation of recovery programs; capacity building; the role of vulnerable populations ( for example, the elderly, disabled people, children, women, marginalized people) in the development and implementation of reconstruction plans; information needs and the role of the media during and after disasters; and, community resiliency.

3 Credits

**Human Dignity, Human Rights, and Sustainable Post-Disaster Reconstruction CRSCAD 521**

The course will explore the intersecting dynamics of human dignity, humiliation, and human rights in the context of post-disaster reconstruction. The phenomenon of humiliation will be central to our discussion. We will use a relational perspective to examine the history and theory of humiliation from the context of globalization, culture differences, inter-group conflict, cooperation and competition, negotiation and mediation, economic justice, trust, violence, and power.

3 Credits

## Spanish

**CERTIFICATE PROGRAM**

**The Teaching of Spanish**

For more information, see page 48.

**Cities of Lights and Shadows: Urban Experiences in Latin America SPAN 516**

This course, taught entirely in Spanish with occasional readings in English, is specifically designed for pre-service and in-service teachers of Spanish. It will examine various representations of the city in Spanish-American literature. In so doing, the course will prepare teachers to develop connections between course content and the Massachusetts Curriculum Frameworks for Foreign Languages and the National Standards for Foreign Language Learning. This class will provoke a comparison between urban experiences in Latin America and similar experiences in the United States. It will also include an overview of the main moments in Spanish American Literature when cities came to represent social, economic, and demographic tensions that redefined national and regional identities. The class also includes a unit on the literature of Hispanic people in the US, since the urban experience is a central theme to this literature.

3 credits

**Linguistic Perspectives on Variations in Spanish Language SPAN 520**

Designed exclusively for pre-service and in-service teachers of Spanish, this course will examine the main Spanish language variants of today's Spanish-Speaking worlds and the grammatical traditions of Spanish. The course will prepare teachers to develop connections between course content and the Massachusetts Curriculum Frameworks for Foreign Languages and the National Standards for Foreign Language Learning.

3 credits

# University College Degree, Certificate, & Professional Training Programs


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# About Online Learning

Courses and programs in this bulletin marked with the symbol are available online. UMass Boston has been offering online courses and programs through University College for almost a decade, and our online offerings and instructors have won numerous awards. Through UMass Online, the University's systemwide distance learning agency, UMass Boston's online programs reach national and international markets—including China, where a 2008 agreement will make the University of Massachusetts the first foreign university approved to offer online courses and degree programs in China.

## Online Courses

Our online courses have been developed by UMass Boston faculty and use the Blackboard Vista 8 course management system. You can register for these courses just as you would for any other credit course, using the registration form on page 68 following the instructions on page 66. If you register by mail or fax, please be sure to clearly print your email address.

If you need further information about UMass Boston online courses, contact Jason Campos (617.287.7912; jason.campos@umb edu).

### Online Degree Programs

- Post Master's Doctor of Nursing Practice
- MA in Applied Linguistics, ESL & FL Pedagogy Concentration
- MA Critical and Creative Thinking
- MS in Family Therapy
- MS in Mental Health Counseling
- MS in Rehabilitation Counseling
- MEd in School Counseling
- MS in Gerontology (Management of Aging Services Track)
- MEd in Instructional Design
- MEd in Special Ed.: Orientation and Mobility
- MEd in Special Ed.: Teacher of Students with Visual Impairments
- MEd: Specialization in Vision Rehabilitation Therapy
- BS in Nursing for Registered Nurses
- Online Degree Completion Program (BA in Community Studies)

### Online Certificate Programs

- Adult/ Gerontology and Family Nurse Practitioner (NP) Post Master's Certificate
- Certificate in Gerontological Social Policy
- Clinical Nurse Specialist (CNS) Post Master's
- Certificate in Information Technology
- Critical & Creative Thinking (Focus on Creativity at Work)
- Education: Technology, Learning and Leadership ( formerly Instructional Technology for Educators)
- Frank J. Manning Certificate in Gerontology
- Gerontology (Focus on Management of Aging Services)
- Global Post-Disaster Studies-Reconstruction with Vulnerable Populations
- Instructional Technology Design
- Orientation and Mobility
- Science in a Changing World
- Vision Rehabilitation Therapy
- Vocational-Technical Instructor Licensure Sequence (blended)
- Women's Leadership in a Global Perspective

### Online Professional Training Programs

- Addictions Counselor Education Program
- Critical Thinking in Business
- Global Post-Disaster Reconstruction and Management
- Information Design and Development
- Performance Management in Governments and Non-Profits
- Project Management
- Urban Landscape and Garden Development

# Degree & Certificate Programs

Each of the undergraduate and graduate programs described on pages 41-46 leads to a degree or certificate granted by one of the University's colleges. The requirements for these programs can be fulfilled either entirely or in part through courses offered by University College. Please visit the URL of programs that interest you for complete descriptions, requirements, FAQs and faculty information.

These degree and certificate programs serve a multitude of needs for a variety of participants: undergraduate and graduate students, working professionals who need to update or expand their qualifications, and those seeking to pursue a new career path.

Please note that students enrolling in a UMass Boston degree or certificate program pay a one-time Combined New Student Fee. Please visit the Bursar's website and link to 'Other Fee Information' for a detailed breakout and explanation of these fees:

**umb.edu/administration_finance/bursar/tuition_fees.html**

= Course available online
= Award-winning
= International Program
= Green Themed

## Degree Programs

### Post Master's Doctor of Nursing Practice

**uc.umb.edu/degree/doctor_of_nursing/**

A 39-credit doctoral program, open to applicants holding a master's degree with preparation as family, gerontological, or adult nurse practitioners or as clinical nurse specialists. The DNP is differentiated from the PhD by its focus on developing graduates at the highest level of excellence in nursing practice and clinical leadership.

Contact Karen Dick (617.287.7538; karen.dick@umb.edu)

### MA in Applied Linguistics: English as a Second Language and Foreign Language Pedagogy Concentrations

**uc.umb.edu/degree/apling/**

This 30-credit program focuses on the acquisition of English as a second or subsequent language, as well as cross-cultural relationships and interethnic communication. Its interdisciplinary core curriculum includes courses in basic and contrastive linguistics, psycholinguistics, sociolinguistics and cross-cultural perspectives, together with courses on teaching methodology for elementary, secondary, and adult education programs.

Call 617.287.6000 or email aplingonline@umb.edu

### MA Critical and Creative Thinking

**uc.umb.edu/degree/creative-thinking/**

This 33-credit MA allows students to develop as reflective practitioners in any field of work, often leading to new practices that support change in education, organizational work, social settings, and arts and sciences. Our students are involved in various levels of education, business settings, performing and fine arts, communications and media, health care, sciences, non-profit and community-based organizations.

Call 617.287.7636 or email cct@umb.edu

### MA Science in a Changing World

**uc.umb.edu/degree/changing-world-science/**

This 33-credit MA prepares students to focus on science in the context of social change or individual intellectual development. In addition to examining science and its social context, students develop valuable professional skills in research, writing, and evaluation for civic engagement, collaborative processes, and problem-based teaching around current controversies involving science and technology.

Call 617.287.7636 or email sicw@umb.edu

### MEd in Instructional Design

**uc.umb.edu/degree/instructional_design/**

This practical master's degree is ideal for career professionals engaged in the education, training, and development of adult learners in the workplace. An independent study and a field experience may be included.

Call 617.287.6000 or email instructionaldesign@umb.edu

### MEd in Special Education: Orientation and Mobility

**uc.umb.edu/degree/orientation_mobility/**

The 37-credit online graduate curriculum is accessible across the six New England states with locally-based field experience coordinated throughout the two-year program of study. Students completing the curriculum are eligible to sit for the National Professional Certification Examination of the Academy for Certification of Vision Rehabilitation and Education Professionals.

Visit: www.nercve.umb.edu or contact the Program office at 617.287.7584 or 617.287.4385

### MEd in Special Education: Teacher of Students with Visual Impairments

**uc.umb.edu/degree/visual_impairments/**

The Department of Curriculum and Instruction is offering a This degree leads to state licensure as Teacher of Students with Visual Impairments, after which graduates are able to apply for reciprocal licensure in each of the six New England States and each state participating in the NASDTEC interstate licensure agreement. The 37-credit online graduate curriculum and resulting degree is regionally accessible across the six New England states with locally-based field experience coordinated throughout the two year program of studies.

Winner, UCEA Innovative and Creative Program Award (2003)

Visit the Northeast Regional Center for Vision Education website at www.nercve.umb.edu or Program office at 617.287.7595 or 617.287.4385

### MEd: Specialization in Vision Rehabilitation Therapy

**uc.umb.edu/degree/vision-rehab-therapy/**

A degree program and graduate certificate option for those who want to work in a professional setting assisting blind/visually impaired adult populations to integrate compensatory skills and assistive technology that will enable them to live safe, productive, and independent lives.

Contact Laura Bozeman (617.287.4385; laura.bozeman@umb.edu)

### MS in Family Therapy

**uc.umb.edu/degree/familytherapy/**

The online MS program in Family Therapy curriculum comprises basic professional counseling content and theory and provides comprehensive framework for learning family therapy. It meets the academic and clinical requirements for accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Call 617.287.6000 or email enrollment.info@umb.edu

### MS in Mental Health Counseling

**uc.umb.edu/degree/schoolcounseling/**

In this 60-credit master's degree, students complete a series of general counseling courses and courses specific to mental health counseling. In addition, students complete field experiences in mental health settings through the practicum and internship. The curriculum meets the academic requirements for licensure in the state of Massachusetts as a Mental Health Counselor.

Call 617.287.6000 or email enrollment.info@umb.edu

### MS in Rehabilitation Counseling

**uc.umb.edu/degree/rehab/**

In this 60-credit master's, which meets the academic requirements for national certification as a Certified Rehabilitation Counselor, students complete a series of general counseling courses and courses specific to rehabilitation counseling. In addition, students complete field experiences in rehabilitation counseling settings through practicum and internship.

Call 617.287.6000 or email enrollment.info@umb.edu

### MEd in School Counseling

**uc.umb.edu/degree/schoolcounseling/**

This 60-credit master's degree in School Counseling, primarily online, meets the academic requirements for certification in the state of Massachusetts as a Guidance Counselor. Students complete a series of general counseling courses and courses specific to guidance counseling. In addition, students complete field experiences in school settings through practicum and internship.

Call 617.287.6000 or email enrollment.info@umb.edu

### MS in Gerontology (Management of Aging Services Track)

**uc.umb.edu/degree/gerontology/**

The Management in Aging Services Track offers students an advanced degree in the growing field of long-term care. Students will develop skills in policy development and analysis, program management, administration, and finance with a focus on the aging population.

Winner, UCEA Innovative and Creative Program Award (2007); UCEA Outstanding Credit Program Award (2008).

Email to ellen.birchander@umb.edu or lillian.glickman@umb.edu

### Online RN to BS Program

**uc.umb.edu/degree/rnbs/**

The online RN-BS program maximizes accessibility and convenience to a college degree for highly motivated, independent nursing professionals. The nursing course portion of the program operates on a cohort model, whereby a group of students completes the same program of study over five semesters.

Email to RN2BS@umb.edu or call 617.287.7500

### Online Degree Completion Program (BA, Community Studies)

This 10-course program offers returning students with 90 or more credits the opportunity to complete their degrees in a flexible and convenient way. The content and method of this program are drawn from the social sciences as well as the liberal arts, public policy, ethnic studies and global studies.

Winner, UCEA Innovative and Creative Program Award (2006)

Call 617.287.6000 or email enrollment.info@umb.edu

## Undergraduate Certificates

### Frank J. Manning Certificate in Gerontology

**uc.umb.edu/certificates/manning/**

This 18-credit, four course certificate program is designed for individuals currently working in or new to the field of Gerontology. This program provides students with an understanding of the aging network and aging process through direct service, research, field placements and advocacy. The Frank J. Manning Certificate Program is designated a:

- *Program of Merit* by the Association for Gerontology in Higher Education
- *Deemed Status Provider* of Nursing Home Administrators by the Massachusetts Board of Registration of Nursing Home Administrators

Contact Mary St. Jean
(617.287.7330; mary.stjean@umb.edu)

### Certificate in Gerontological Social Policy

**uc.umb.edu/certificates/gerontology-social-policy/**

Gerontological social policy occurs within a complex social, economic, and political context. This program is designed to prepare students to advance their careers in aging services networks and public service. The certificate coursework may be applied to the undergraduate program in Gerontology.

Contact Mary St. Jean
(617.287.7330; mary.stjean@umb.edu)

### Certificate of Information Technology

**uc.umb.edu/certificates/infotech/**

Designed for non-College of Management or non-degree seeking students, this certificate is an introductory program into the information systems discipline. It covers concepts fundamental to the technology and operation of modern information systems, focusing on techniques, tools and methods used today in the development and use of computer-based applications.

Contact Jean Pierre-Kuilboer, Chair
Management Science & Information Technology Department
(617.287.7868; jeanpierre.kuilboer@umb.edu)

### Spanish/English Translation

**uc.umb.edu/certificates/spanishtrans/**

This 12-credit program has been designed to meet the worldwide demand for multilingual professionals, educators, and students. Explore the history, principles, theory, and practice of oral and written translation. Practice the techniques of legal, medical, technical, general, and literary translation and learn to use specialized dictionaries and other essential reference materials. Students will also improve their knowledge of English and Spanish syntaxes, morphologies, and semantic systems.

Contact Peggy Fitzgerald
(617.287.7550; margaret.fitzgerald@umb.edu)

## Graduate Certificates

### Adult/Gerontology and Family Nurse Practitioner (NP) Post Master's

**uc.umb.edu/certificates/nursepractitioner/**

This 12- or 21-credit certificate program is designed to assist RNs who have an MS degree in nursing to acquire the knowledge and clinical experience that will prepare them to sit for a gerontology, adult, or family nurse practitioner certification examination.

Contact Margaret McAllister
(617.287.7543; margaret.mcallister@umb.edu)

Now available, a 12-credit, Post Master's Clinical Nurse Specialist (CNS) to prepare for exams, credentialing and prescribing privileges. Please visit uc.umb.edu for more information.

### Clinical Nurse Specialist (CNS) Post Master's

**uc.umb.edu/certificates/clinical-nurse/**

This 12-credit post master Clinical Nurse Specialist (CNS) is designed to assist RNs who have an MS degree in nursing with preparation as a Clinical Nurse Specialist to acquire the knowledge and clinical experience that will prepare them to sit for a national certification examination.

Contact Margaret McAllister
(617.287.7543; margaret.mcallister@umb.edu)

### Applied Behavioral Analysis for Special Populations

**uc.umb.edu/certificates/aba/**

This five-course graduate sequence enables students to assess, design, implement and evaluate applied behavior analysis (ABA) programs by providing them with the knowledge, concepts and skills of basic ABA principles, ethical considerations, generalization strategies, and application to special populations and settings. Completion of all five courses will meet the coursework requirement to sit for the national Behavior Analyst Certification Board licensing examination.

Winner, UCEA Innovative and Creative Program Award (2004); UCEA Outstanding Credit Program Award (2005)

Contact Mary Brady
(617.287.7254; mary.brady@umb.edu)

### Critical and Creative Thinking

**uc.umb.edu/certificates/cct/**

This 15-credit graduate certificate in Critical and Creative Thinking trains students to tackle challenging real-life problems, generate new ideas, and take them through to realization in their various educational, professional, artistic, and social settings. A variety of approaches are introduced to invention, dialogue, listening, and teamwork that promote creativity and acceptance of diverse perspectives.

Contact Peter Taylor
(617.287.7636, cct@umb.edu)

### Database Technology

**uc.umb.edu/certificates/databasetech/**

This 12-credit certificate program is geared towards programmers and software professionals who wish to acquire a systematic education in database technology. It provides a solid anchoring in state-of-the-art database technology and trains students to become database application developers or database administrators.

Contact Elaine Sullivan
(617.287.7915; elaine.sullivan@umb.edu)

### Forensic Services

**uc.umb.edu/certificates/forensicservices/**

Intended for criminal justice and mental health professionals, this 16-credit graduate certificate program is designed to provide a strong grounding in behavioral sciences, while at the same time offering practical skills and competencies in mental health and criminal justice, which will enable students to serve as effective professionals in a variety of social service environments.

Contact Elaine Sullivan
(617.287.7915; elaine.sullivan@umb.edu)

### Gerontology (Focus on Management of Aging Services)

**uc.umb.edu/certificates/gerontology/**

This graduage certificate is targeted to individuals in the aging network who are looking to upgrade their skills or advance in new direc-tions within the field or for those looking to enter the field. Class scheduling will reflect the needs of a working student population. Students will have the option of applying the 15 hours toward the 30-hour Management of Aging Services Master's degree (see page 42).

Contact Lillian Glickman (lillian.glickman@umb.edu) or Ellen Birchander (617.287.7338; ellen.birchander@umb.edu)

### Global Post-Disaster Studies – Reconstruction with Vulnerable Populations

**uc.umb.edu/certificates/global-post-disaster/**

This graduate certificate program prepares professionals to see beyond immediate post-disaster conditions. The curriculum trains students to develop strategic thinking in the long-term as they view the complexities and the intertwined technical and socio-cultural aspects of disasters through a multi-disciplinary approach. These interrelated courses bring a science-based and human rights perspective to risk reduction, post-disaster reconstruction and disaster recovery.

Contact Adenrele Awotona
(617.287.7116; adenrele.awotona@umb.edu)

### Instructional Technology Design

**uc.umb.edu/certificates/instructional_design/**

This 15-credit graduate certificate program is designed to meet the high technology training needs of academic, corporate, and public educators. It is intended for instructional designers, training professionals and instructional technologists responsible for the design, development and management of technology-based learning programs. Educators will also find that the coursework in this program will enable them to better serve their audience. Coursework will include a balance of instruction and discussion, lab time and design teams producing multimedia projects.

Contact Judith Erdman
(617.287.5980; judith.erdman@umb.edu)

### Education: Technology, Learning and Leadership

**uc.umb.edu/certificates/technology-education/**

This 15-credit certificate prepares in-service teachers, with no masters degree or with an advanced degree, to meet the National Technology Standards of the International Society of Technology, the Performance Indicators for Teachers, and the Massachusetts Recommended PreK-12 Instructional Technology Standards. In addition, the coursework is designed to meet the subject knowledge competencies of the Massachusetts Instructional Technology licensure.

Contact Donna DeGennaro
(617.287.7690; donna.degennaro@umb.edu)

### Orientation and Mobility

**uc.umb.edu/certificates/orientationmobility/**

The 19-unit sequence is designed for vision teachers or other vision professionals for those individuals interested in obtaining certification in O/M from the international professional organization AER (Association of Education and Rehabilitation of Individuals Who Are Visually Impaired/Blind).

Contact Robert McCulley, Program Coordinator, at 617.287.7623, or Glenn Mitchell, Academic Advisor, at 617.287.7620

### Teaching of Spanish

**uc.umb.edu/certificates/teachingspanish/**

This 18-credit graduate certificate program has been designed to address the needs of pre-service and in-service teachers who need to improve or enhance their skills in the field of Spanish. The certificate offers a flexible course of study combining both new and traditional methods of teaching the Spanish language with presentations of geographic and cultural material that reflect the traditions that make up today's Spanish speaking worlds. The certificate program also introduces the latest uses of technology in the classroom and methods of assessment.

Contact Peggy Fitzgerald
(617.287.7550; margaret.fitzgerald@umb.edu)

### Teaching of Writing

**uc.umb.edu/certificates/teachingwriting/**

This 15-credit graduate certificate program is designed for K-12 teachers and administrators in all subject areas who want to learn strategies to strengthen students' writing and thinking skills, develop expertise in teaching writing and literacy across the curriculum, gain a deeper understanding of literacy learning, and improve their own writing.

Contact Glenn Mitchell, Site Director for the Boston Writing Project (tel. 617.287.7620, fax 617.287.7664)

### Women's Leadership in a Global Perspective

**uc.umb.edu/certificates/women-leadership/**

Keeping the role of gender in politics and policy making is central to the program's design, goals, and curriculum. The six interconnected courses provide students with a comprehensive understanding of the development of women's leadership around the world. Candidates for this leadership development program include women from countries in a democratic transition process.

Carol Hardy-Fanta, Director, Center for Women in Politics & Public Policy. (tel. 617.287.5541; fax: 617.287.5566; cwppp@umb.edu)

### Women in Politics and Public Policy

**uc.umb.edu/certificates/wippp/**

This program prepares women for careers in politics, policy-making, public and non-profit management, research, planning and the law. It offers a unique combination of graduate-level academic work in policy studies, analytical and research skills, and substantive internships tailored to students' policy interests and profes-sional goals. Intensive advising and professional development workshops are an important component of the program.

- Progress in Equity Award, Honorable Mention, AAUW (2005)
- Winner, UCEA Innovative and Creative Program Award (2005)
- UCEA Outstanding Credit Program Award (2006)
- Progress in Equity Award, AAUW Massachusetts (2008)

Contact program staff at pwppp@umb.edu or 617.287.6732

# Professional Training & Non-Credit Courses

University College's **professional training programs** address the educational needs of working professionals who need to acquire specialized knowledge and skills in their field, or who want to prepare themselves for a new career, but who do not need a degree or credit certificate. We offer these programs in fields ranging from substance abuse treatment to urban landscape development.

University College non-credit programs include our English as a Second Language programs, which have been offering ESL courses in a variety of formats for over fifteen years, as well as our Graduate Test Preparation courses, which have recently expanded to include a Massachusetts licensure preparation course for K-12 teachers.

Please use the Non-Credit registration form on page 67 when registering for these courses.

= Course available online
= Award-winning
= International Program
= Green Themed

> "My instructor is extremely knowledgeable and has the ability to teach to many learners, especially adult learners."

## Addictions Counselor Education Program

**uc.umb.edu/acep/**

The Addictions Counselor Education Program (ACEP) offers the highest quality education to persons seeking to begin or advance their careers in the treatment of alcohol and chemical dependence. The program consists of six core courses plus practicum. Depending on their previous educational experience, students may need to complete two additional courses in order to meet licensure requirements. ACEP is offered in both online and classroom formats, with classes meeting either at the UMass Boston campus or at sites in Plymouth and Framingham.

Contact Reca Quarles (617.287.7900, reca.quarles@umb.edu).

### Use and Abuse of Alcohol and Other Drugs in Society

**ACDTSP 001**

This course surveys the broader problems caused by the use and abuse of alcohol and other drugs in society.

UMASS BOSTON CAMPUS
S 9:00am-4:00pm, W-1-004
Feb 4-May 19
W. Gilligan, Class No 1013
3 CEUs, Course fee: $440

PLYMOUTH
S 9:00am-4:00pm
Feb 4-May 19
K. Bambrick, Class No 1004
3 CEUs, Course fee: $440

FRAMINGHAM
Th 5:30-9:30pm
Feb 2-Mar 22
J. Christian, Class No 1274
3 CEUs, Course fee: $440

ONLINE
By arrangement
Jan 30-Apr 30
J. Christian, Class No 1222
4 CEUs, Course fee: $600

### Delivery of Alcoholism & Chemical Dependency Treatment Services

**ACDTSP 002**

This course gives participants an overview of the system that provides alcoholism/ chemical dependency treatment services.

UMASS BOSTON CAMPUS
S 9:00am-4:00pm, Room W-1-005
Feb 4-May 19
J. Christian, Class No 1006
3 CEUs, Course fee: $440

PLYMOUTH
S 9:00am-4:00pm
Feb 4-May 19
K. Schedler-Clark, Class No 1008
3 CEUs, Course fee: $440

FRAMINGHAM
Th 5:30-9:30pm
Mar 22-May 10
W. Carlo, Class No 1245
3 CEUs, Course fee: $440

ONLINE
By arrangement
Jan 30-Apr 30
I. Edwards, Class No 1221
4 CEUs, Course fee: $600

### Counseling the Alcoholic and Other Chemically Dependent Persons

ACDTSP 003

This course presents techniques for the sucessful treatment of persons with addiction, with specific focus on cognitive-behavioral and motivational strategies.

UMASS BOSTON CAMPUS
S 9:00am-4:00pm, Room W-1-006
Feb 4-May 19
J. DeCourcey, Class No 1010
3 CEUs, Course fee: $440

PLYMOUTH
S 9:00am-4:00pm
Feb 4-May 19
K. Schedler-Clark, Class No 1012
3 CEUs, Course fee: $440

FRAMINGHAM
Th 5:30-9:30pm
May 10-Jun 28
I. Edwards, Class No 1248
3 CEUs, Course fee: $440

ONLINE
By arrangement
Jan 30-Apr 30
D. Price, Class No 1221
4 CEUs, Course fee: $600

### Psychopharmacology

ACDTSP 005

Using the online format the student will be presented with the basic principles of pharmacology using specific examples of psychoactive drugs. Emphasis will be placed on the inter-relationships between pharmacokinetics, pharmacodynamics and human anatomy and physiology. Considerable emphasis will be placed on the anatomy and physiology of the human nervous system at both the gross anatomical and cellular levels with special treatments of neurotransmitters. Specific groups of drugs studied will include general CNS depressants, anxiolytics, antipsychotics, antidepressants, opiates, stimulants and hallucinogens.

UMASS BOSTON CAMPUS
W 5:30-9:30pm, Room W-1-006
Feb 8-May 16
D. Howard, Class No 1015
3 CEUs, Course fee: $440

PLYMOUTH
M 5:30-9:30pm
Feb 6-May 21
D. Howard, Class No 1017
3 CEUs, Course fee: $440

ONLINE
By arrangement
Jan 30-Apr 30
E. Cosgrove, Class No 1219
4 CEUs, Course fee: $600

### Family Alcoholism and Chemical Dependency Treatment

ACDTSP 006

This course will provide an overview of the role of alcoholism/chemical dependency in the family system and the various intervention and treatment approaches used in assisting families troubled by alcoholism or chemical dependency.

UMASS BOSTON CAMPUS
W 5:30-9:30pm, Room W-1-041
Feb 8-May 16
I. Edwards, Class No 1018
3 CEUs, Course fee: $440

PLYMOUTH
W 5:30-9:30pm
Feb 8-May 16
R. Monahan, Class No 1021
3 CEUs, Course fee: $440

ONLINE
By arrangement
Jan 30-Apr 30
D. Price, Class No 1200
4 CEUs, Course fee: $600

### Practicum In Alcoholism/Chemical Dependency Rehabilitation

ACDTSP 007

Participants enrolled in the practicum work under supervision in licensed alcoholism/chemical dependency treatment facilities with people in need of treatment.

UMASS BOSTON CAMPUS
Day/time by arrangement
Feb 4-May 19
W. Carlo, Class No 1024
30 CEUs, Course fee: $1500

FRAMINGHAM
Day/time by arrangement
Feb 4-May 19
J. Schwager, Class No 1025
30 CEUs, Course fee: $1500

ONLINE
Jan 30-Apr 30
D. Doyle-Pita, Class No 1218
30 CEUs, Course fee: $1100

### Mass Licensed Alcohol and Drug Counselor (LADC) State Test/Review

ACDTSP 012

This workshop prepares counselors to take state exam to obtain a Massachusetts State Licence and prepares for the International Consortium and Reciprocity Commission (CRC) process.

UMASS BOSTON CAMPUS
F S 9:00am-4:00pm, W-1-009
May 18-19
W. Carlo, Class No 1029
1 CEU, Course fee: $150

### Criminal Justice and Substance Abuse

ACDTSP 018

This course presents the collaboration of substance abuse treatment with the criminal justice system. Individuals facing legal difficulties include those on probation, parole, and in prison settings. The alcohol and drug abuse counselor faces many unique challenges working with this population. Assessment and treatment issues are often complex and must integrate legal sanctions and conditions. Additional challenges occur as the counselor seeks to collaborate with criminal justice professionals, including judges, prosecuting attorneys, lawyers, probation officers, parole officers and police officers. A collaborative team approach creates an environment in which differences complement and support one another. These issues will be addressed in order to prepare the alcohol and drug counselor to work with criminal justice professionals and in correctional settings.

UMASS BOSTON CAMPUS
Tu 5:30-9:30pm, Room W-1-004
Feb 7-Apr 9
C. Yetman, Class No 1028
4 CEUs, Course fee: $440

**Practice of Addictions Counseling** **ACDTSP 043**

The Practice of Addictions Counseling is a course designed to facilitate the adoption of new knowledge into every day practice. This course facilitates the application of this knowledge into best practices in addictions prevention and treatment. In addition to the 30 on-site clinical supervision hours provided by qualified supervisors at the practicum setting, upon successful complete of this course, students receive an additional 40 educational hours from a University practicum supervisor.

UMASS BOSTON CAMPUS
Day/Time By Arrangement
Feb 4-May 19
W. Carlo, Class No 1242
4 CEUs, Course fee: $0

ONLINE
Jan 30-Apr 30
D. Doyle Pita, Class No 1252
4 CEUs, Course fee: $0

FRAMINGHAM
Day/Time By Arrangement
Feb 3-Jun 16
W. Carlo, Class No 1243
3 CEUs, Course fee: $0

**Co-Occurring Disorders** **ACDTSP 044**

This course will present current theories and treatment strategies for working with individuals with CODs. As mental health and substance abuse treatment settings seek to integrate their treatment approach, many challenges have occurred. The current expectation is that most clients present with both mental health and substance abuse issues and that the counselor has the ability and skills to provide integrated treatment. The development of a co-occurring competency and the application of evidence-based approaches are current expectations of state and federal payers, as well as private insurance. This course will provide an overview of this aspect of treatment and counseling and will guide the student to other resources to gain more information about the changing field of COD treatment.

PLYMOUTH
Tu 5:00-9:00pm
Feb 7-Apr 10
W. Drinkwater, Class No 1241
4 CEUs, Course fee: $400

**Pre-Sentence Investigation Specialist** **ACDTSP 045**

This is a forensics course providing instruction in the preparing and writing of pre-sentencing investigation reports, assessments, and evaluations that provide valid and reliable information to assist in determining criminal justice sanctions.

UMASS BOSTON CAMPUS
Tu 5:30-930pm, W-1-006
Apr 16-Jun 18
J. Christian, Class No 1031
4 CEUs, Course fee: $450

## Critical Thinking in Business

**Critical Thinking in Business** **PRFTRN 080**

This course provides professionals with critical thinking skills for decision making, problem solving, marketing and sales, understanding customers' perspectives, cause and effect relationships, and detecting flaws and biases in one's thinking. This is a highly interactive course that includes collaborative learning activities and focuses on real business problems based on participants' experiences.

ONLINE
Jan 30-Apr 30
R. Schoenberg, Class No 1223
3.5 CEUs, Course fee: $1,060

Contact Shona Jackson (617.287.6934, shona.jackson@umb.edu).

## Global Post-Disaster Reconstruction and Management Certificate

*Offered in collaboration with The Center for Rebuilding Sustainable Communities after Disasters (CRSCAD) at the John W. McCormack Graduate School of Policy and Global Studies.*

This non-credit certificate program offers topics in the theory and practice of disaster preparedness, mitigation and post-disaster reconstruction. It also presents a unique opportunity for participants of various accreditations to develop not only an expertise in a variety of components of post-disaster recovery and reconstruction, but also the broader skills associated with project and performance management that can be utilized in a wide array of faculties.

Contact Shona Jackson (617.287.6934, shona.jackson@umb.edu).

**Reconstruction after the Cameras Have Gone: Principles and Best Practices** **PRFTRN 102**

Almost every day, in recent times, most parts of the world are inflicted with one type of disaster or another. Indeed, images of horror and destruction, dislocation and starvation, as well as of those of dying children and grieving women have become common in the newspapers and on television screens. Ironically, in the case of developing countries, the tragic impacts of disasters are further exacerbated by increased level of poverty, rapid and uncontrolled urbanization, and the continuous changes in the climatic, political and economic circumstances. So what can be done to alleviate the suffering of the victims and to support them in rebuilding their lives and homes? How can we intervene to mitigate the impact of disasters? How could future disasters be prevented? How could the tragedy turn into an opportunity for development?

ONLINE
Jan 30-Apr 30
Class No 1235
3.5 CEUs, Course fee: $750

### Climate Change, Global Food and Water Resources

PRFTRN 103

This course will examine the causes and consequences of climate change with a special focus on food and water resources. It will analyze proposals to prevent and mitigate global warming with both proactive and responsive policies. The course will investigate policy changes to our world agricultural systems that will promote long-term food and water security. Weekly case studies will supplement reading assignments and facilitate discussions centered on the current issues. Through this course, students will gain a working knowledge of the politics, economics, and science affecting water and food issues. Economics is vitally important and at the core of many of our most challenging food and water problems and solutions, hence, natural resource economics will be a major part of this course.

ONLINE
Apr 8-May 26
Class No 1236
3.5 CEUs, Course fee: $750

### Social Vulnerability Approach to Disasters

PRFTRN 106

This course brings disaster social science to the next generation of disaster managers to help build a science-based and human rights approach to risk reduction. While many approaches to social vulnerability exist, this course takes a sociological approach that sees social vulnerabilities as social productions which may be reflected, reinforced and contested in disasters, and can be reduced through disaster management. Readings and discussion, primarily but not exclusively focused on the United States and similar societies, introduce students to the growing body of literature on factors shaping social vulnerability to hazards and disasters, and hence to disaster resilience. Rather than examining "special needs" we take an approach that looks for intersecting patterns of power and privilege, vulnerability and capacity in everyday life, which then positions individuals and groups differently in the face of natural, technological and human-induced hazards which may then become disasters.

ONLINE
Jan 30-Apr 30
Class No 1234
3.5 CEUs, Course fee: $750

### Practical Project Management

PROJMGT 002

Project management is an essential skill in today's business world. Organizations are faced with increasing pressure to complete projects within shorter time frames and with smaller budgets than in the past. Professionals need a workable method to ensure that their projects are profitable and aligned with the strategic goals of their organization. Practical Project Management provides professionals with the essential skills they need to succeed in an increasingly competitive job market. Based on The Project Management Body of Knowledge®, this highly interactive course combines expert instruction with case studies and team exercises. In addition to technical competencies, the course covers the human and political aspects of project management by using examples from students' own projects, including areas such as social services, health, finance, and disaster recovery.

ONLINE
Feb 6-Apr 30
Class No 1231
3.5 CEUs, Course fee: $1160

### Human Dignity, Human Rights and Sustainable Post-Disaster Reconstruction

PRFTRN 104

Understanding the intersecting dynamics of human dignity, humiliation, and human rights in today's world is crucial for those working in post-disaster reconstruction. Greater awareness of human rights ideals brings to the forefront the risk that post-disaster strategies and responses, once accepted and considered helpful, are perceived as deeply humiliating. This course explores how globalization dramatically alters how we engage in helping relationships at all levels. It proposes that post-disaster reconstruction can be an opportunity to implement innovative and sustainable solutions that support the healing, health, and dignity of all involved in post-disaster recovery.

ONLINE
Jan 30-Apr 30
Class No 1237
3.5 CEUs, Course fee: $750

### Performance Management in Government and Non-Profits

PRFTRN 093

This course explores what performance management means and how government agencies can adopt this management approach. Students will learn how to develop skills to refine the way goals and strategies are articulated so that they can be effectively measured, and to select practical performance measures. Also covered are how to identify target audiences, present data clearly, and to analyze and use data to improve performance. Using theoretical readings, case studies, and exercises, the course provides a conceptual grasp of the underlying dynamics employed when you manage for results. It also provides a practical understanding of how to apply performance management tools successfully at all levels of government and in non-profits, across a wide range of policy areas, including social service delivery, health, education, public safety, transportation and disaster preparedness/recovery.

ONLINE
Apr 15-May 26
2 CEUs, Course fee: $700, Class No 1238
2 CEUs, Course fee: $600 for municipal, state, and federal employees, Class No 1239

## Grant Writing

### Successful Grant Writing, from A – Z

PRFTRN 081

Students will learn how to identify "fundable" ideas, research funding prospects, structure a proposal, and work with others in their organizations to achieve successful outcomes. This course includes an internship, where students will work with a local organization on a specific project. Completing the course will give students a solid understanding of best practices in how to secure grants and build effective relationships with foundations over time.

UMASS BOSTON CAMPUS
W 6:30-9:30pm
Mar 21-Apr 25
D. Gordon
3 CEUs, Course fee $375, Class No 1250

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu)

## Human Resource Management Certificate

**Human Resource Management** **HRM 001**

The certificate program in Human Resource Management is a two-semester program designed for those seeking an overview of the human resource function and its strategic role in today's organizations. The program is recommended for general managers and supervisors, new human resource professionals, and others interested in developing practical skills in human resource management. 7.2 CEUs are awarded upon completion of program.

The program consists of the following modules, focusing on skills and competencies set forth by regional and national associations as core requirements for individuals working as human resource professionals:

- Management Practices
- General Employment Practice
- Legal and Regulatory Environment
- Compensation with Benefits
- Human Resources Development, Performance, Management, and Employee Relations
- Labor Relations
- Health and Safety Considerations
- Strategic Human Resource Management

UMASS BOSTON CAMPUS
Semester I: Sep 14 - Dec 7, 2012
Semester II: Feb 8-May 2, 2012
Wednesday, 7:00-10:00pm
Class No 1236 (Fall 2011)
Class No 1232 (Spring 2012)
Fee: $2,363 (includes both semesters)

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu)

## Information Design and Development Certificate

This non-credit, online certificate program offers the fundamentals required for technical communication in the high-tech industry, as well as more advanced topics for developing and delivering effective technical information. The program consists of four (4) required courses, two (2) electives, and an optional internship.

**Designing and Developing Content I** **INFOTECH 020**

This course describes how to identify and create different types of technical documentation based on principles of audience analysis. Topics also include information design, writing drafts and handling reviews, and basics of usability analysis. You will also learn how to integrate graphics and apply templates to create effective documentation. An overview of common grammar, usage, and writing problems will also be provided.

ONLINE
Jan 30-Apr 30
M. Krupp, Class No 1224
3.5 CEUs, Course fee: $860

**User Assistance** **INFOTECH 021**

This course covers the many formats and structures of technical information that assist users in understanding and taking advantage of a software or hardware product's functionality. Over the years, many methods have been used to create and deliver technical information to users. This course covers topics such as user interface design, the evolution of authoring tools, and content development to address authoring and delivery needs.

ONLINE
Jan 30-Apr 30
D. Locke, Class No 1225
3.5 CEUs, Course fee: $860

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu).

## Performance Management

**Performance Management in Government and Non-Profits** **PRFTRN 093**

This course explores what performance management means and how government agencies and non-profits can adopt this management approach. The course shows how to develop skills to refine the way goals and strategies are articulated so that they can be effectively measured, and to select practical performance measures. The course also covers how to identify target audiences, present data clearly, and analyze and use data to improve performance. The course consists of six online modules.

ONLINE
Jan 29-Mar 10
2 CEUs, Course fee: $700, Class No 1296
2 CEUs, Course fee: $600 for municipal, state, and federal employees, Class No 1297

ONLINE
Apr 15-May 26
2 CEUs, Course fee: $700, Class No 1238
2 CEUs, Course fee: $600 for municipal, state, and federal employees, Class No 1239

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu).

## Project Management

### Practical Project Management — PROJMGT 002

Practical Project Management provides professionals with the essential skills they need to succeed in an increasingly competitive job market. Based on The Project Management Body of Knowledge®, this highly interactive course combines expert instruction with case studies and team exercises. In addition to technical competencies, the course covers the human and political aspects of project management by using examples from students' own projects. Participants will learn how to initiate, plan, execute, control and close a project and will be shown how to apply the ten PMBOK® knowledge areas to each phase of a project. Upon completion of the course, participants will be ready to assume the role of Project Manager and will receive the 35 contact hours required to apply for PMP certification. 3.5 CEUs are awarded upon completion of the course.

UMASS BOSTON CAMPUS
M 6:30-9:30pm
Feb 6-Apr 30
T. Kress, Class No 1230
3.5 CEUs, Course fee: $965

ONLINE
Feb 6-Apr 30
T. Kress, Class No 1231
3.5 CEUs, Course fee: $1160

## Urban Landscape and Garden Development Certificate

This non-credit, online certificate program recognizes the growing interest in the greening of the urban environment and the importance of creating and sustaining green spaces in cities. The focus will be on the urban setting and its public and private green spaces. Special attention will be given to community gardens and the knowlege to create and maintain them. The program consists of four (4) required courses, two (2) electives, and a required internship.

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu).

### Introduction to Urban Landscaping — PRFTRN 001

This course consists of a series of topics taught by exciting and experienced faculty. You will explore the history, geography, evolution, influences and future of Boston's landscape as the city and its people grow.

ONLINE
Jan 30-Apr 30
A. Theokas, E. Johnson & A. Post Ergun, Class No 1229
3.5 CEUs, Course fee: $500

### How to Read Urban Open Space — PRFTRN 002

The experience of a city is the experience of its open spaces. The course deals not only with parks but plazas, boulevards, squares, etc. The goal of this course is to provide students with a framework for their own critical analysis of open space. What makes a good urban space? What would be its qualities of dimensions and form? What makes bad urban space bad? What makes a "space" a "place"? What do we mean by the term "space" anyway? Which spaces have historically become paradigms? At the end of the course students will apply what they have learned to their own respective urban environments.

ONLINE
Jan 30-Apr 30
A. Theokas, Class No 1226
3.5 CEUs, Course fee: $500

### Plant Materials for the Urban Landscape — PRFTRN 003

This course covers the broad palette of plant materials that can be used in an urban setting. You will learn about annuals, perennials, trees, shrubs, and vines. Plants used in specialized gardens such as rock gardens, water gardens, containers, and xeriscapes are studied as well. The course includes topics such as plant identification, using plants in the landscape, native versus exotic and invasive species, and plant hardiness to a range of environmental conditions.

ONLINE
Jan 30-Apr 30
J. Allen, Class No 1227
3.5 CEUs, Course fee: $500

### Urban Landscape Design — PRFTRN 005

This course explores the growing impact of landscape architecture on the urban environment. The merger of urban design, landscape architecture and architecture, sometimes referred to as "landscape urbanism", moves beyond the strategic placement of planting material to implications for biodiversity, microclimatology, and ecology. It addresses citywide cultural and ecological concerns. It works across disciplines and emphasizes an understanding of the relationships between natural systems and the cities - between aquatic systems and watersheds, between plants and health. The result is the increasing significance of landscape as a framework for urban form that begins locally and continues at a broader scale. The principles behind and examples of existing urban installations that exemplify this merger of disciplines will be discussed.

ONLINE
Jan 30-Apr 30
A. Theokas, Class No 1228
3.5 CEUs, Course fee: $500

## Web Design

### Principles of Web Design — PRFTRN 086

This course leads you through the entire Web site creation process, from start to finish, while developing and enhancing your knowledge of Web markup languages (XHTML, CSS), Web design principles, and preparing content for the Web. You will learn how to create accessible Web sites that let users easily and quickly navigate through your information, regardless of browser type, connection speed, or computing platform. Whether you are building a Web site from scratch or redesigning an existing site, the principles presented in this course will help you deliver your Web content in a more interesting, accessible, and visually exciting way.

ONLINE
Jan 30-Apr 30
J. Sklar, Class No 1233
3.5 CEUs, Course fee: $535

Contact Shona Jackson (617.287.6934; shona.jackson@umb.edu).

## English as a Second Language (ESL)

Our programs in English as a Second Language are designed for individuals seeking to communicate more effectively in English and improve their performance in professional, academic, and social environments. Day and evening classes are offered for non-native speakers at all levels of language proficiency.

**ESL Students - You must register in person with Andrea Mason, 617.287.7876. Office: Wheatley Hall, W-1-003.**

### Assessment and Course Placement

To ensure that students are placed in appropriate courses and levels, they must attend an assessment session. The session consists of several types of tests: grammar, listening and reading comprehension, and a writing sample. There is also an interview with a program instructor. Formal classes begin only after the orientation period.

### Intensive English Programs

Classes in our University Preparation and Intensive English programs (Fall and Spring) take place Monday through Friday; and sometimes on Saturdays and evenings, for a total of 21 hours per week, generally. A full-time program consists of registration into 6-7 sections based on standard university class meeting times, which comprise 3-4 courses. Participants should note that in any given semester, classroom availability will determine the number of sections for which a student may register.

UMass Boston will supply an I-20 form enabling students to apply for an F-1 visa for Intensive English programs.

**Intensive ESL** **ESL-NC 001**

*Intensive ESL will not be offered in Spring 2012*

The Intensive ESL program is for participants not explicitly interested in matriculation. Coursework will include intensive practice of the basic language skills of listening, speaking, reading, and writing. There will also be formal grammar study at the appropriate level and pace, and exercises in vocabulary building. For participants with more advanced English skills, coursework will include oral presentation and writing projects, in addition to assigned readings and exercises. Reading and writing coursework focuses on topics of interest to participants. Students may also choose TOEFL Test Preparation courses.

**University Preparation** **ESL-NC 002**

Participants experience an integrated program focused on instruction in university study skills, academic writing, and content-based course work typical of an American university classroom. Candidates seeking admission to UMass Boston undergraduate programs may submit their work in University Preparation in lieu of a TOEFL exam score. Students who choose this option must receive a favorable evaluation by their instructors, and must submit a portfolio of essays written during their program of study.

Jan 9-May 4
MTuWThFSa; individual schedules vary
Program fee: $4,970; $29 workshop fee

## Graduate Test Preparation

Developed in conjunction with the Office of Career Services, these review courses offer preparation for the GMAT, GRE, LSAT, and MTEL. Intensive classroom sessions cover all sections of each exam. Each course involves extensive exam practice, including a full-length practice test given under exam conditions. Throughout the year, all courses meet at our main campus in Boston. The LSAT Test Prep is also offered at our Copley location.

**Review for the Graduate Record Examination (GRE)** **TESTPREP 001**

We offer regularly scheduled prep courses; however, the GRE exam is available only online at designated centers. For further information, please call 800-GRE-CALL.

Jan 3-Feb 9
TuTh, 6:00-9:00pm
J. Normant & N. Argento
Class No 1253
Course fee: $575

Feb 28-Apr 5
TuTh, 6:00-9:00pm
J. Normant & N. Argento
Class No 1254
Course fee: $575

May 8-Jul 14
TuTh, 6:00-9:00pm
J. Normant & N. Argento
Class No 1255
Course fee: $575

**Review for the Graduate Management Admission Test (GMAT)** **TESTPREP 002**

We offer regularly scheduled prep courses; however, the GMAT exam is available only online at designated centers. For further information, please call 800-GMAT-NOW.

Jan 7-Feb 12
S, 8:00am-2:00pm
A. Popov, Class No 1256
Course fee: $600

Mar 3-Apr 7
S, 8:00am-2:00pm
A. Popov, Class No 1257
Course fee: $600

Apr 14-May 19
S, 8:00am-2:00pm
A. Popov, Class No 1258
Course fee: $600

**Review for the Law School Admission Test (LSAT) TESTPREP 003**

This course is designed to prepare students to succeed on the Law School Admissions Test (LSAT) through a mixture of lectures, intensive practice, and close examination of LSAT questions. Please consult **www.LSAC.org** for details or to register for the test.

**Test Date: TBA, 2012**

UMASS BOSTON
Jan 3-Feb 9
TuTh, 6:00-9:00pm
T. Mackenzie, Class No 1032
Course fee: $575

**Test Date: TBA, 2012**

UMASS BOSTON
May 1-Jun 7
TuTh, 6:00-9:00pm
M. Neusse, Class No 1259
Course fee: $575

### Math Refresher Course — TESTPREP 004

For those who are either math-phobic or interested in refreshing their math skills—for GMAT and GRE prep courses and exams, and other professional or educational endeavors—this course offers a review of the fundamentals of arithmetic, algebra, and geometry.

Jan 30 - Feb 15
MW, 6:00-9:00pm
M. Sheinfeld, Class No 1260
Course fee: $250

Apr 23-May 9
MW, 6:00-8:30pm
M. Sheinfeld, Class No 1261
Course fee: $250

Call 617.287.7900 for more information.

## Math and Literacy Reviews for MTEL

**Approach the MTEL with confidence.**

Intensive MTEL Review courses are designed to prepare students to succeed on the Massachusetts Tests for Educator Licensure (MTEL). Each module includes a lesson, resources, strategies, quizzes, and practice problems with detailed explanations, a test and full length practice exams.

Please include a valid email address when registering for these courses. This will be the primary means for the instructor to contact you.

Contact: Marytd@alum.mit.edu

### Intensive Math Review for MTEL 03 General Curriculum — TESTPREP 005

This course is designed to prepare students for the new mathematics subtest of the MTEL General Curriculum 03 exam. It covers all the essential topics to develop a deep understanding of math fundamentals including functions, algebra, geometry, statistics, probability, word problems, graphing, solving equations, and operations.

ONLINE
Feb 6-May 18
M. DeSouza, Class No 1262
Course fee: $450

### Intensive MTEL 47 Middle School Math Review — TESTPREP 007

This course is designed to prepare students for the MTEL Middle School Math 47 exam. Covered are all the essential topics to develop a deep understanding of math fundamentals including functions, algebra, geometry, statistics, probability, word problems, graphing, solving equations, trigonometry, calculus, and discrete math.

ONLINE
Feb 6-May 18
M. DeSouza, Class No 1263
Course fee: $450

### Intensive Review for the MTEL Writing Subtest – Communications and Literacy — TESTPREP 008

This course prepares students for the Writing Subtest of the MTEL Communication & Literacy Exam. The course covers the essential topics required to succeed on the exam, including spelling, punctuation, and grammar; effective sentence and paragraph construction; English usage conventions; and the fundamentals of good essay writing.

ONLINE
Feb 6-May 18
M. DeSouza, Class No 1264
Course fee: $275

### Intensive Review for the MTEL Reading Subtest – Communications and Literacy — TESTPREP 009

This course prepares students for the Reading Subtest of the MTEL Communication & Literacy Exam. The course allows students to strengthen reading comprehension skills by focusing on areas of weakness while getting a fast-paced refresher of those areas they are comfortable with. The content covers all the essentials required to succeed on the exam, including reading comprehension and critical reading skills, and intensive vocabulary review.

ONLINE
Feb 6-May 18
M. DeSouza, Class No 1265
Course fee: $275

# Centers, Institutes & Partnerships

## Boston Area Advanced Technological Education Connections (BATEC)

Boston Area Advanced Technological Education Connections (BATEC) is a National Science Foundation-funded Center of Excellence working to develop and promote a coordinated, self-sustaining regional education and workforce development system for IT – one that will attract a diverse student population to IT and IT-enabled careers, promote lifelong learning of technical skills, and support the technology workforce needs of the region. BATEC is a partnership of UMass Boston, six community colleges, and thirty high school districts, although our events are open to educators from across all regions.

Winner, UCEA Innovative and Creative Program Award (2005); UCEA Outstanding Non-Credit Program Award (2006).

Contact Deborah Boisvert (617.287.7295; deborah.boisvert@umb.edu), or visit www.batec.org.

## Center for Innovation in eLearning Excellence (CIEE)

CIEE has been created to promote, encourage, and sponsor the study of eLearning in the university, corporate, and public sectors, and will become the hub for a broad range of initiatives in basic research, new design and development of tools/products, instructional design models, accessibility and usability, and best practices within the various modes of eLearning.

Findings will be disseminated through the publication of an online journal, a public-accessible online database, an annual conference, and an electronic "best practices" document.

For more information about the Center, please contact Dennis Maxey (dennis.maxey@umb.edu).

## China Program Center

The China Program Center seeks to advance scholarly and business collaborations between China and America through innovative programs including practical training, trade missions, government exchanges, and joint academic ventures. The Center provides tools needed to build successful American-Chinese joint ventures, bringing business and cultural knowledge about the two countries to its audiences through innovative academic courses, training sessions, internships, workshops, and mentorships.

Winner, Associated Industries of Massachusetts Global Outreach Award (2004)

Winner, UCEA New England Innovative and Creative Programming, Mandarin Summer Camp & Programs for Teachers of Chinese (2009)

Contact Wanli Hu, Director (617.287.7292; wanli.hu@umb.edu).

## Marine Studies Consortium

UMass Boston is a member of the Marine Studies Consortium, an association of Massachusetts higher education and research institutions whose mission is to increase understanding of coastal and marine ecosystems and to promote policies that protect aquatic resources. The Consortium's undergraduate academic program offers unique learning opportunities in marine and aquatic sciences, environmental policy, and environmental management. Courses are held during the evenings on the campuses of member institutions.

For enrollment and program information, visit http://www1.assumption.edu/msc/about.html or call 781.444.3643.

# General Information


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# Contact Information & Directions

## University College Office

Office hours: M - Th, 8:30am-5:00pm; Fr, 8:30am-4:30pm, Wheatley Hall, 2nd Fl, Rm 203.

**General Information**

uc@umb.edu 617.287.7900

**Registration**

Registration Info Line 617.287.6200

Registration Fax Line 617.287.7902

**Academic Advising**

Ed Zaleskas 617.287.7900
edward.zaleskas@umb.edu

## Degree and Certificate Program Information

**Addictions Counseling Education Program**

Reca Quarles 617.287.7900
reca.quarles@umb.edu

**Distance Learning**

Jason Campos 617.287.7912
jason.campos@umb.edu

**International Programs**

Susan Griffin 617.287.7278
susan.griffin@umb.edu

**Field Study & Programs on Nantucket**

Elaine Sullivan 617.287.7915
elaine.sullivan@umb.edu

**English Language Study**

Andrea Mason 617.287.7876
andrea.mason@umb.edu

**Corporate/Professional Training**

Shona Jackson 617.287.6934
shona.jackson@umb.edu

## Getting to UMass Boston

**Directions to UMass Boston**

We are only three miles from downtown Boston, easily accessible by public or private transportation.

From the north or west: Take the Southeast Expressway to exit 15. Turn left onto Columbia Road. Enter the rotary and take the first right (Morrissey Boulevard). Bear right of the traffic island, following the UMass Boston sign. Proceed past the Boston Globe building. Turn left into the campus.

From the south: Take the Southeast Expressway to exit 14 (near the National Grid tank). Follow Morrissey Blvd. northward to the campus.

**Parking**

Parking availability and rates, as well as a detailed map of the campus, are available on the Parking Dept. website. Visitors may also obtain automated information at 617.287.5040, or call Customer Service at 617.287.4000.

**Public Transportation**

Free, frequent shuttlebus service is provided between the University and JFK/UMass Station on the MBTA Red Line. MBTA Route 8 and 16 buses also stop at the University. For more information, visit www.umb.edu/parking_transport/public.html or call 617.287.5040.

## Off-Campus Locations

**Braintree**

Braintree High School, 128 Town Road

**Copley Square, Boston**

Muriel S. Snowden International School, 150 Newbury Street

**Framingham**

Mass Bay Community College, 19 Flagg Drive

**Plymouth**

Cordage Commerce Center, 36 Cordage Park Circle, Suite #201 Commerce Center.

**Wakefield**

Northeast Metropolitan Regional Vocational High School, 100 Hemlock Road

# Offices, Services & Resources

## Athletics

**www.umb.edu/athletics/**

**Catherine Forbes Clark Athletic and Recreation Center**
617.287.7801, M-F 9:00am-5:00pm (swimming hours change monthly).

**Beacon Fitness Center** M-1, 617.287.6786; M-F 6:00am-8:00pm, S 9:00am-1:00pm

A current, valid UMass Boston ID is required for entrance to all University athletic facilities.

## Bookstore

**www.umb.edu/campus_center/services/bookstore/**

Campus Center UL, 617.287.5090; M-Th 8:30am-6:30pm; F 8:30am-4:30pm.

Extended hours will be available as a pre-recorded message prior to the first week of classes and can be viewed on the bookstore website.

## Cafeteria

**www.umb.edu/campus_center/services/dining/**

The Campus Center features The Food Court, a cafeteria on the 1st floor, and Atrium Cafe, a take-out cafe on the Upper Level. Other dining options include the McCormack Express, 1st Floor, McCormack Hall, Jazzman's Cafe (a cyber cafe) in the Healey Library and Quinn Market, a self-service cafeteria on the Upper Level of the Quinn Building.

Visit the Dining Services home page for a full list of cafeteria and cafe hours.

## Child Care Center

**www.umb.edu/life_on_campus/elc/**

2 Harbor Point Boulevard; 617.287.6195; M-F 7:30am-5:30pm
ELC@umb.edu

## Computer Labs

**www.umb.edu/it/getting_services/computer_labs/**

Central Computer Center, Healey Library UL, 617.287.5220.

**Adaptive Computer Lab**

Healey Library, LL-019, 617.287.5227. The Adaptive Computer Lab provides computer access for students, faculty, and staff with disabilities.

## Disability Services

**www.umb.edu/academics/vpass/disability/**

Campus Center-UL-211, 617.287.7430; M-F 8:30am-5:00pm; other hours by arrangement.

The Lillian Semper Ross Center for Disability Services provides a full range of support services including: note taking, reading on tape, interpreting for students who are deaf, administering exams with accommodation to disability, counseling, and more. Online students with disabilities should contact the Ross Center if accommodation is needed in an online course.

## Emergency Cancellations

**www.umb.edu/**

The University will announce emergency cancellations beginning at 6:00am at the URL above. The University main telephone line, 617.287.5000, will carry a taped announcement when the University is closed or opening late. Radio station WUMB-FM (91.9) and television stations WBZ-TV (Channel 4), WCVB-TV (Channel 5), WHDH-TV (Channel 7), and FOX 25 will also carry cancellation announcements 5:30-7:00am, Monday through Saturday. Decisions about cancellations at off-campus sites are made by the local facility, not by the University. Students taking classes at off-campus sites should listen for radio announcements concerning the closing of those locations.

## Health Service

**www.healthservices.umb.edu/**

University Health Services in the Quinn Administration Building offers outpatient medical care, counseling, health education, and mental health programs for all enrolled students.

Please visit the Health Services website or call 617.287.5660 for hours and other information.

## Housing Referral Service

**www.umb.edu/life_on_campus/housing/**

CC-3-3400; 617.287.6011; M-F 9:00am-5:00pm

The University's Housing Referral Service, which operates free of charge, maintains listings of Boston-area rooms, apartments, and houses for rent, and listings of students looking for roommates.

## Identification Cards

**www.umb.edu/life_on_campus/IDs_lockers/ids/**

CC-3-3404; 617.287.7950; M-Th, 8:30am-6:00pm, F, 8:30am-5:00pm

Special Saturday hours will be offered for the first two weeks of each semester to accommodate students; extended hours are posted on the website.

Photo identification is required to obtain a UMass Boston student ID. Please call the office or visit the website for a list of acceptable forms of identification. Non-degree, non-credit and part-time students pay a $10 cost for the first card (cash or money order; no personal checks) and $15 for a replacement card.

Note: Students taking off-campus and weekend courses receive a special ID card which permits use of Healey Library facilities; it does not provide access to the University's athletic facilities, health services, or fee-supported student activities.

## Library

**www.umb.edu/library/**

Joseph P. Healey Library, 617.287.5900. Hours vary between semesters, finals study periods, holidays, intersessions, and vacations; for current hours and other assistance please visit the library website or call the number above.

Online students: Information on access to library resources will be found by visiting: **umb.edu/library/services/library_barcode/.**

## Public Safety

**www.umb.edu/public_safety/**

Administrative Office and Communications Center, Quinn-Plaza Level, 617.287.7799. For routine service requests for police and security services, dial 617.287.7799, 7.7780, or 7.7781.

For emergencies on campus, dial 911 (cell phones: 617.287.1212)

## Student Email

**www.umb.edu/it/getting_services/email/**

All students receive a default email account through which the university will convey important notices and messages. It is essential that students thoroughly familiarize themselves with usage of this account.

## Student Affairs

**www.umb.edu/life_on_campus/student_affairs/**

CC-4-4100, 617.287.5800; M-F 8:30am-5:00pm

The Division of Student Affairs provide a variety of co-curricular programs and services to encourage and support student involvement and experiential learning outside the classroom.

## Student Activities and Leadership

**www.umb.edu/life_on_campus/student_involvement/**

CC-3-3400, 617.287.7950; M-Th 8:30am-6:00pm, F 8:30am-5:00pm

Through the Office of Student Activities and Leadership, you can become involved in a number of clubs and groups, activities, and events, based upon your interests and passion.

## Tutoring Services

**www.umb.edu/academics/csm/student_success_center/**

CC-1-1300, 617.287.6550; M-F 9:00am-5:00pm

Office of Academic Support Programs.

## Veterans Services

**www.umb.edu/academics/vpass/support_programs/veterans_upward_bound/**

CC-4-4100, 617.287.5875; M-F 8:30am-5:00pm

Assistance is available to veterans in obtaining their educational benefits and resolving related problems.

# Academic Information

## Eligibility for Enrollment

### Undergraduate courses

UMass Boston undergraduate credit courses are open to: 1) students who may be considering matriculation into a degree program at UMass Boston or elsewhere; 2) students matriculated at other institutions who will use UMass Boston credits to meet degree requirements at their home institutions; and 3) matriculated UMass Boston students. Anyone who has graduated from high school or who has earned a high school equivalency certificate is invited to begin or continue taking courses at UMass Boston. Please see the regulations below governing academic retention standards for matriculated and non-matriculated students.

Before registering for undergraduate courses, you should know that the University assumes that students registering for these courses will accurately assess their ability to do college-level work.

### Specific CLA/CSM Requirements

Many courses described in this publication fulfill CLA and CSM distribution requirements. To be sure of taking distribution courses that will meet their degree requirements, all CLA and CSM matriculated students should, before registering, pick up advising materials concerning distribution requirements from the University Advising Center (Campus Center, 1st floor, room 1280; 617.287.5500).

Materials concerning the CLA/CSM writing proficiency requirement are available from the Core Curriculum Office, CC-2-2100; 617.287.6330.

### Prerequisites and Permission

It is the responsibility of students to meet course prerequisites. If you are uncertain about whether you have met a prerequisite, you should contact the appropriate academic department or program.

Certain courses, as their descriptions indicate, cannot be taken without special permission. If you need such permission, you can learn what procedure to follow by calling the Registration Information line at 617.287.6200. Be sure that the appropriate initials appear in the "Faculty Initials" column on your registration form.

### Graduate Courses

Students who have not formally been admitted into UMass Boston graduate programs may enroll in graduate courses offered through University College, providing they hold a bachelor's degree and meet course prerequisites. Up to six credits earned in courses taken before admission to a graduate degree or certificate program may be counted toward the requirements for that program, with the permission of the program director; however, completion of these courses does not imply admission to the program. Some courses require permission from the appropriate graduate program director(s); this is indicated in the individual course listings. If you need permission to enroll, you can learn what procedure to follow by calling the appropriate program office at one of the numbers listed below.

| | |
|---|---|
| Applied Linguistics | 617.287.5760 |
| Applied Sociology | 617.287.6252 |
| Boston Writing Project | 617.287.7665 |
| Business Administration | 617.287.7720 |
| Clinical Psychology | 617.287.6340 |
| Computer Science | 617.287.6440 |
| Counseling | 617.287.7617 or 7600 |
| Critical and Creative Thinking | 617.287.6520 |
| English | 617.287.6700 |
| History | 617.287.6860 |
| Instructional Design | 617.287.5980 or 7600 |
| Nursing | 617.287.7500 |
| Public Affairs | 617.287.5543 |
| School Psychology | 617.287.7602 or 7600 |
| Spanish | 617.287.7550 |
| Special Education | 617.287.7620 or 7600 |
| Teacher Education | 617.287.7625 or 7600 |

## Academic Standing

Undergraduate students enrolled in University College courses must maintain a required 2.00 cumulative average to be considered in Academic Good Standing. With any subsequent semesters in which the cumulative average falls below 2.00 GPA, University College follows University policy by issuing alerts and actions as outlined on our website.

## Advising

University College Office, W-2-203 ; 617.287.7900

Academic advising is available during the day by appointment.

## Auditing

Registrar's Office, CC-4-4100; 617.287.6200

The auditing of certain courses is allowed for graduate students only and requires permission of the instructor; permission is granted on a space-available basis. Instructor approval may be obtained only during the first class session. A completed audit application must accompany a student's registration form. Students may not change their registration from credit to audit or from audit to credit. The auditing fee is the same as the course fee.

## Diagnostic Testing

**www.uac.umb.edu/testing/**

Testing Center, University Advising Center; CC-UL-133; 617.287.5522

Free diagnostic tests for English (for non-native speakers) and mathematics courses are held on a walk-in basis, during posted dates and times.

## Pass/Fail Option

Many courses may be taken on a pass/fail basis. The pass/fail option is limited to one course per semester and one course per summer. UMass Boston students may use the pass/fail option for a maximum of eight courses during their undergraduate careers. Graduate students may not take courses on a pass/fail basis. A course exceeding five units cannot be taken pass/fail.

It is the student's responsibility to decide whether a Pass/Fail option is appropriate for a particular course. Please consult the URL listed above for further details about electing for a Pass/Fall grade and the steps required to request this option.

Before exercising the pass/fail option, students from other institutions should consult an advisor or check their institutional or departmental requirements concerning transfer credit.

## Transfer Credit

Students from institutions other than UMass Boston (including other institutions in the University of Massachusetts system) who wish to transfer credits earned in University College credit courses should contact their college or university concerning specific transfer requirements.

## Transcripts

Requests for official transcripts must be submitted in writing to the Office of the Registrar, University of Massachusetts, 100 Morrissey Blvd, Boston, MA 02125. Students may present their written requests in person at the One Stop, Upper Level Campus Center, by fax at 617.287.6242, by mail, or by using the WISER system, wiser.umb.edu.

## Withdrawing from Courses

Any student withdrawing from a course after the drop deadline will receive a grade of "W" for that course. Withdrawal forms are available at the One Stop; students may also withdraw from a course using the WISER student self-service system (wiser.umb.edu). A student withdrawing from a course does not receive a refund. Failure to submit a withdrawal form before 6:00pm on the day of the withdrawal period deadline (see Academic Calendar) will result in a grade of "F". Non-attendance does not constitute withdrawal.

# Fees & Payments

## Course and Service Fees

### Course fees

Course fees fees are typically calculated on a per-credit basis. The fees for Academic Year 2011-12 are as follows:

| University College | Undergraduate | Graduate |
|---|---|---|
| Standard per credit | $330 | $460 |

| Fall and Spring Matriculated | Undergraduate | Graduate |
|---|---|---|
| Mass. Resident per credit | $400 | $495 |
| Mass. Non-Resident per credit | $685 | $745 |

The University College standard per-credit course fee applies to:

All online, off-campus, summer and winter session courses, for matriculated and non-matriculated students alike. This per-credit fee also applies to non-matriculated students taking on-campus University College courses.

Fall/Spring Matriculated fees are semester-specific, for courses taken on campus by matriculated UMass Boston students.

In some cases a course fee may be calculated differently because of special costs or a subsidy.

### Lab Fees

Lab fees must be paid for certain courses, as indicated in the course matrix.

### Service Fees

The following fees are paid only by students to whom the specified conditions apply:

| | |
|---|---|
| Records Fee (for non-matriculated students) | $10 |
| Returned Check or e-Check Fee (when applicable) | $25 |

## Degree and Certificate Program Fees

Certain mandatory fees are paid only by undergraduate and graduate students seeking to matriculate in a UMass Boston degree or certificate program. Please visit the Bursar's website and link to 'Other Fee Information' for a detailed breakout and explanation of these fees:

**http://umb.edu/administration_finance/bursar/tuition_fees.html**

## Payments

Students may use the following methods to make payment:

### Check

Please make checks payable to "UMass Boston."

Payment of course and service fees with a check or e-check that is subsequently returned by our bank will result in an additional returned check/e-check fee of $25, and may also result in administrative withdrawal and referral to a collection agency, which may result in liability for the payment of a collection fee.

### E-check

Tuition and fees can be paid online by E-Check, or Automated Clearing House (ACH), from your checking or savings account. This type of payment results in an electronic debit of your bank account. ACH payments are not subject to a convenience fee. Bank information like routing number, account number, student ID number, and email address are required to complete an ACH payment.

### Credit Card

UMass Boston no longer accepts direct credit card payments for course and service fees. If you wish to pay with a credit card, you may do so through SallieMae®. MasterCard, Discover, or American Express cards can be used (Visa cards are not accepted). A service fee (2.50% at the time of this publication) will be charged by SallieMae® on each credit card transaction. Instructions and links for this payment method can be found at wiser.umb.edu.

### Cash

After you have enrolled, cash payments can be made at the Bursar's Office, Campus Center, 4th floor, M-Th, 8:00am-5:00pm, F 8:00am-4:00pm).

### Payment by Outside Agencies

If the student's charges are to be paid by an outside agency, a payment authorization from that agency is required. Students are reminded that they are liable for course and service fees in the event that the sponsoring agency does not pay them.

## Refund Policy

### Credit courses

A student who drops a credit course will be granted a refund according to the dates listed in the Academic Calendar. Non-attendance does not constitute dropping a course. Students dropping a course may either file a Change of Registration/Refund Request Form at the One Stop or drop the course online at wiser.umb.edu.

Note: International and field study programs have a different refund policy. For details, call 617.287.7278.

### Non-credit programs

Refunds will be granted to registered students who withdraw from non-credit programs on the following basis:

Withdrawn on or before second class meeting date: 100% refund

Withdrawn on or before third class meeting date: 50% refund

No refunds will be granted after the third class meeting date.

In the case of programs that have 5 or fewer class meetings, a 100% refund will be granted for withdrawal before the first class meeting. There will be no refunds after the first class meeting.

### Refund Procedure

The amount of a refund is computed on the basis of the date the refund request is received by the One Stop (if the request is mailed, the refund is computed from the postmark date).

If a student has made a payment by credit card through SallieMae®, the refund will be returned as a credit to the cardholder's account. Lab fees are not refundable after the first lab meeting.

University College no longer mails refund checks to students. The Bursar's office sends an email to the student's UMB account, informing them that their check is available for pickup. Students have the option of requesting that their check be mailed; this request must be made in writing to the Bursar.

Note: If your University account has a balance, your refund will be applied to this balance until it is paid in full.

## Course Fee Waiver Policy

University College will accept course fee waivers for those persons meeting the eligibility requirements described below, providing the courses they wish to take are adequately supported by fees from paying students, and providing space is available.

Course fee waiver policies apply only at the current *standard per credit rate* for both undergraduate and graduate credit. Thus, in the case of a course with extraordinary costs necessitating a higher than standard course fee, course fee waivers will be granted for only the amount of the standard course fee.

Registration fees, service fees, lab fees, and other mandatory fees must be paid in full.

Original course fee waivers must be submitted directly to Bursar's Office.

Qualified veterans are eligible for course fee waivers under the following conditions:

1 They must be matriculated in a UMass Boston degree program.

2 The course for which the waiver is being used must be a credit-bearing course.

3 To determine eligibility, veterans must present DD 214 (military discharge) to the UMass Boston Veterans Affairs Office located on the 4th floor of the Campus Center (tel. 617.287.5875).

**Please Note:** The University of Massachusetts Welcome Home Waiver Program offered to Massachusetts veterans of the Iraq and Afghanistan conflicts does not apply to University College courses.

Full-time state employees and their spouses are eligible for a 50% course fee waiver upon submission of a properly completed "Certificate of Eligibility" at the time of registration.

Full-time employees of public higher education, their spouses, and their dependent children are eligible for a 50% course fee waiver upon submission of a properly completed "Certificate of Eligibility" at the time of registration. This benefit also applies to full-time employees of Essex Agricultural and Technical High School.

This benefit is provided only to individual state employees and other eligible persons as noted above. In the case of a state department or agency co-sponsoring education for its employees, the department is directly responsible to UMass Boston for the full cost of the program.

University College cannot honor vouchers issued to cooperating practitioners by the state-funded programs of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell, or Worcester.

Waivers may not be used for MUSIC 185 Private Music Lessons and other special courses.

Please Note: Due to changes in University policy, University College no longer grants waivers to senior citizens.

# Registration

## When to Register

Please refer to the Academic Calendar in this bulletin or on our website for important dates and deadlines.

## How to Register

**Returning students**
**wiser.umb.edu**

If you are a matriculated UMass Boston student or have taken UMass Boston courses before, please use the WISER online self-service registration system.

**New Students**

If you are taking a UMass Boston course for the first time, you can use any of the following methods to register:

**Online**

Students registering for the first time can submit their registration online using the College's Shopping Cart System. Simply click the "Add Course" button found to the right of each individual course listing.

When your registration is processed, you will be given a user ID and password which you can then use to access WISER for future transactions.

**Mail & Fax**

Registration forms are found at the back of the bulletin and are available for download on the University College website. Mail registrations to: UMass Boston, University College Registration, Registrar's Office, Campus Center, 100 Morrissey Blvd., Boston, MA 02125-3393 USA. Registrations must be postmarked by the registration deadline for the applicable session. For more information on deadlines, see the Academic Calendar.

You may fax your registration to 617.287.7902. Download the registration form, complete and fax to the number above.

**Walk-in**

You may register in person at the One Stop Student Service Center, Upper Level, Campus Center. The One Stop is open Monday - Thursday, 8:30am-6:00pm and Friday, 10:00am-4:00pm.

**By Permission of Instructor and/or Department**

Some courses require special permission to register. These courses are appropriately marked within our website and printed bulletin. Please note that generally following the start of a course, permission of instructor is required in order to register until the add/change deadline of that session. No registrations will be accepted after the add/change deadline.

Note: All registrations are accepted on the basis of available space.

## Adding and Dropping Courses

Students may add or drop courses online via WISER or in person within the registration deadlines (see Academic Calendar).

To add or drop a course in person, by mail or by fax, use a Change of Registration Form (available by download or from the One Stop). Students may add courses until the Add/Change deadline. If a student wishes to register for or add a course after the first class meeting, the appropriate form (Registration Form/Change of Registration Form) must be signed by the instructor(s) of the course(s) added, and returned to the One Stop before the Add/Change deadline (no signature is required when a course is being dropped). To add an online course after the first day of classes, please visit our website for instructor contact information.

Students who drop courses on or before the Drop deadline will be removed from class rosters, and the course will not appear on their transcripts. Between the Drop deadline and the Add/Change deadline, students who drop a course and add another course at the same time will also be removed from the class roster of the dropped course; however, if a student drops a course without adding another course, this will be treated as a withdrawal and a "W" will appear on the student's transcript for that course.

## Cancellations

The College reserves the right to cancel underenrolled courses. A student who has registered for a course that is canceled is eligible for a refund ( for refund policy, see Academic Calendar, inside front cover). If all courses for which the student has registered are canceled, service fees will also be refunded.

## University College
# Spring 2012 Non-Credit Course Registration

**Student ID** _____

**Social Security #** ___ — __ — ____
Required if a UMass Boston Student ID is not available

**Permanent Alien Resident Registration #** ___ — __ — ____

**Visa Status** _____ **Country of Citizenship** _____

**Name** _____

**Date of Birth** _____ **Sex** _____

**Daytime Phone** _____ **Evening Phone** _____

**Email address** _____

**Mailing address** _____

**Permanent address** _____

**Emergency contact** _____

**Address** _____

**Phone** _____ **Relationship to student** _____

**Job Title** _____ **Employer** _____

**Employer Address** _____

**Have you taken UMass Boston courses before?** Yes __ No __

## Residency Information

Part I: This should be filled out by those applicants who are residents of Massachusetts as defined by the rules and regulations. I have read the rules and regulations governing the residency status of students for tuition purposes at the University of Massachusetts and I hereby state that pursuant to these rules and regulations, I qualify as a resident of Massachusetts for the following reasons (check one):

__ I am 18 years of age or more, am a U.S. citizen or green card holder, and have resided continuously in Massachusetts since (month/year) _____/_____

__ I am under 18, and my parent or legal guardian has resided in Massachusetts since (month/year) _____/_____

__ I am married, and my spouse has resided in Massachusetts since (month/year) _____/_____

__ If you are a permanent alien resident, please give your Alien Registration Number and a copy of both sides of your card - See Top Left.

**Part II: This should be filled out by those applicants who are not residents of Massachusetts, as defined by the rules and regulations.**

__ I do not qualify for classification as a resident of Massachusetts as defined in the rules and regulations governing the residency status of students for tuition purposes at the University of Massachusetts.

## Ethnic Survey Information. Please circle appropriate letter.

A. American Indian/Alaskan Native
B. Black (Non-Hispanic)
C. Asian or Pacific Islander
D. Hispanic
E. Non-resident Immigrant
F. White (Non-Hispanic)
G. Other_____
Other_____

| Class No. | Catalog No. | Title | Start date | Course Fee |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Course & Lab Fees Total | |

## Method of Registration

○ Mail ○ Fax 617.287.7902

○ Walk-in

Note: improperly completed forms and/or checks cannot be accepted, and will therefore be returned unprocessed.

Staff Initials

_____

Postmark Date

_____

## Method of Payment

☐ **I am paying by check.** Make checks payable to UMass Boston. If you are registering by mail, send this form along with your check to: UMass Boston, Registrar's Office, CC 4, Box C, 100 Morrissey Boulevard, Boston, MA 02125-3393.

☐ **I am paying by credit card.** UMass Boston no longer accepts direct card payments, but you can pay your fees by credit card through SallieMae® (MasterCard, Discover, or American Express only). A 2.5% service fee will be charged by SallieMae for processing your payment. Instructions and links can be found at wiser.umb.edu.

☐ **I am paying in cash.** Once you have registered, you can make a cash payment at the Bursar's Office (Campus Center, 4th floor) M-Th 8:00am-5:0pm, F 8:00am-4:00pm.

☐ **I am using financial aid.**

☐ **Bill my account.** Bills will be sent to the mailing address entered above. For account status and payment information, visit wiser.umb.edu.

☐ **Third Party or Outside Agency** (Attach documentation)

_____

☐ **Other** _____

## Payment By Outside Agency

If charges are to be paid by an outside agency, a payment authorization from that agency is required. Students are reminded that they are liable for course and service fees in the event that the sponsoring agency does not pay them.

## University College

# Spring 2012 Credit Course Registration

**Student ID** _____

**Social Security #** _____ — _____ — _____ Required if a UMass Boston Student ID is not available

**Permanent Alien Resident Registration #** _____ — _____ — _____

**Visa Status** _____ **Country of Citizenship** _____

**Name** _____

**Date of Birth** _____ **Sex** _____

**Daytime Phone** _____ **Evening Phone** _____

**Email address** _____

**Primary address** _____

**Permanent address** _____

**Have you taken UMass Boston courses before?** Yes __ No __

### Residency Information

Part I: This should be filled out by those applicants who are residents of Massachusetts as defined by the rules and regulations. I have read the rules and regulations governing the residency status of students for tuition purposes at the University of Massachusetts and I hereby state that pursuant to these rules and regulations, I qualify as a resident of Massachusetts for the following reasons (check one):

__ I am 18 years of age or more, am a U.S. citizen or green card holder, and have resided continuously in Massachusetts since (month/year) _____/_____

__ I am under 18, and my parent or legal guardian has resided in Massachusetts since (month/year) _____/_____

__ I am married, and my spouse has resided in Massachusetts since (month/year) _____/_____

__ If you are a permanent alien resident, please give your Alien Registration Number and a copy of both sides of your card -

Part II: This should be filled out by those applicants who are not residents of Massachusetts, as defined by the rules and regulations.

__ I do not qualify for classification as a resident of Massachusetts as defined in the rules and regulations governing the residency status of students for tuition purposes at the University of Massachusetts.

### Ethnic Survey Information. Please circle appropriate letter.

A. American Indian/Alaskan Native
B. Black (Non-Hispanic)
C. Asian or Pacific Islander
D. Hispanic
E. Non-resident Immigrant
F. White (Non-Hispanic)
G. Other _____

### Emergency Contact Information:

Emergency Contact: _____ Phone #: _____

Address: _____ Relationship to Student: _____

| Class No. | Dept./ Catalog No. | Title | Location | Faculty Initials (if required) | Credits | Course Fee | Lab Fee | Total: Course + Lab Fees |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | Course & Lab Fees Total | |

### Calculate Total for Semester

| | |
|---|---|
| *Enter Course & Lab Fees Total* | |
| Records Fee (Non-matriculated students only) | $10 |
| **FINAL TOTAL** | |

### Method of Registration

◯ Mail ◯ Fax 617.287.7902

◯ Walk-in

Note: improperly completed forms and/or checks cannot be accepted, and will therefore be returned unprocessed.

Staff Initials

_____

Postmark Date

_____

### Method of Payment

☐ **I am paying by check.** Make checks payable to UMass Boston. If you are registering by mail, send this form along with your check to: UMass Boston, Registrar's Office, CC 4, Box C, 100 Morrissey Boulevard, Boston, MA 02125-3393.

☐ **I am paying by credit card.** UMass Boston no longer accepts direct card payments, but you can pay your fees by credit card through SallieMae® (MasterCard, Discover, or American Express only). A 2.5% service fee will be charged by SallieMae for processing your payment. Instructions and links can be found at wiser.umb.edu.

☐ **I am paying in cash.** Once you have registered, you can make a cash payment at the Bursar's Office (Campus Center, 4th floor) M-Th 8:00am-5:00pm, F 8:00am-4:00pm.

☐ **I am using financial aid.**

☐ **Bill my account.** Bills will be sent to the mailing address entered above. For account status and payment information, visit wiser.umb.edu.

☐ **Third Party or Outside Agency** (Attach documentation) _____

☐ **Other** _____

### Payment By Outside Agency

If charges are to be paid by an outside agency, a payment authorization from that agency is required. Students are reminded that they are liable for course and service fees in the event that the sponsoring agency does not pay them.

For directions to the campus, see page 59.

# University of Massachusetts Boston Campus Map

UMASS BOSTON

**UNIVERSITY COLLEGE**
UNIVERSITY OF MASSACHUSETTS BOSTON

100 Morrissey Boulevard
Boston, MA 02125-3393